

The University of Chicago

SOCIAL ADJUSTMENT PROBLEMS
OF YOUNG PEOPLE OF HIGH-
SCHOOL AGE

A BASIC STUDY FOR A PROGRAM OF
CHARACTER EDUCATION

A PART OF A DISSERTATION SUBMITTED TO
THE FACULTY OF THE DIVINITY SCHOOL IN
CANDIDACY FOR THE DEGREE OF DOCTOR
OF PHILOSOPHY

1936

By
ROY A. BURKHART

Private Edition, Distributed by
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PREFACE

This study was made in one of the senior high schools of Chicago. Dr. W. C. Bower, Chairman of the Department of Practical Theology of the Divinity School of the University of Chicago, made arrangements with the officials of the high school whereby the investigator could go into the Social Science classes taught by one of the teachers. This teacher employed methods which provided the freedom for the type of study which the investigator wished to carry forward.

Prior to making the study, the investigator spent several years with other students under the leadership of Dr. Bower in an analysis of the behavior situations of senior high school students. When this process of analysis was completed the task of seeing into what clusters these behavior situations naturally organized themselves was undertaken. The final outcome was twenty-one groups or clusters of experience. The problem for this dissertation was from that list.

The problem of the investigation is to discover what the 153 students who shared in the study think their problems are; to see how they feel about their problems; to discover some of the solutions at which they arrive; and to get from them a description of methods they are using in dealing with a selected number of these problems.

While these discoveries are important, it is of equal importance to experiment with a technique of research in which young people share with the investigator in the entire process.

It is recognized that the research has some fundamental limitations. These may be described as follows:

1. The actual issues which young people think they are facing may not always be real.
2. A frequency vote does not necessarily indicate cruciality.
3. The solution chosen or developed by young people may not always be best.
4. This study is limited to these 153 young people, and no effort is made to prove that they are typical of all young

people of high school age. This is true despite the fact that among the group, as will be seen, is a wide diversification of culture, creed, and economic level of life.

The young people chose to work with the investigator. He spent one month in the six classes taught by Mr. X. He shared with the teacher in the regular class work as a means of establishing rapport with the young people. Mr. X then gave him a chance to present the purpose of his study and to ask them to co-operate. All but two of the students in the classes heartily agreed.

Mr. X kindly consented to give one day a week for six months to the study. On those days the investigator took charge of the classes and guided the work of the study.

Of the 153 students, 69 are boys and 84, girls. Classes are represented as follows: Freshman, 40; Sophomore, 32; Junior, 31; Senior, 50. There are 132 American-born and 21 foreign-born. Religious classification is as follows: Jews, 47; Gentiles, 106. Of the Gentiles, 21 are Catholic, 68 Protestant, 17 no religious affiliation. The occupation of fathers is indicated in this manner: professions, 21; trades, 36; merchandising and salesmanship, 33; laborer, 26; unemployed, 27.

The procedure used is, in the thought of the investigator, significant. It represents co-operative research. The 153 students shared at every point in the investigation. They felt a genuine sense of possession in the study.

The plan of organization was simple. Each class had a steering committee composed of six students. The membership of the committee changed so that, at the end of the period, twenty-four different students had served, the secretary alone remaining permanent. The investigator had a meeting with each of the steering committees weekly prior to the time of the class session when plans for a given day were presented for final approval by the class. He also met all of the steering committees once a week for a general planning session. This large group met on Tuesday so as to give time for the committees to meet separately to prepare for the work on Monday.

The investigator wishes to express his appreciation to Dr. W. C. Bower, Chairman of the Department of Practical Theology in the Divinity School of the University of Chicago, who served as his adviser. He wishes also to thank the officials of the high school where the investigation was made and the students who shared

so earnestly in the entire study. He is grateful, too, to Mrs. Mary Gramlich Smith, his secretary at the time the dissertation was first put into written form, for her help in preparing and in typing the manuscript; and to his wife, whose devotion and help made all the years of his graduate work possible.

Roy A. Burkhart

TABLE OF CONTENTS

	Page
PREFACE	11
 Chapter	
I. LOCATING THE PROBLEMS OF SOCIAL ADJUSTMENT .	1
Exploring Each of the Chosen Areas of Experience Checking the Problems Listed Summary by Each Student of His Own Problem Personal Interviews with Students and Their Parents Interviews with Other Students by Members of the Combined Steering Committee	
II. DESCRIPTION OF THESE MAJOR PROBLEMS OF SOCIAL ADJUSTMENT	11
Description of Major Problems in Each Area Description of Problems That Cut across All Areas Description of Sequences Observed in the Major Problems of a Number of Cases	
III. DESCRIPTION OF METHODS EMPLOYED BY SENIORS IN DEALING WITH PROBLEMS OF SOCIAL ADJUST- MENT	67
How I Try to Get Along Happily with My Parents How I Try to Overcome a Feeling of Inferiority How I Try to Win and Keep Friends How I Get Along with People Who Have Anti-Social Attitudes	
IV. CONCLUSIONS AND IMPLICATIONS	77
APPENDIX	91

CHAPTER I

LOCATING THE PROBLEMS OF SOCIAL ADJUSTMENT

Exploring Each of the Chosen Areas of Experience¹

The general procedure in exploring each area may be described as follows: The chairman of the steering committee in a given class presented the different items to be considered by each pupil in preparing a written report of his own problems in getting along with other people. For example, in connection with getting along with others in the family each student was asked to consider entertaining, money, sickness, servants, use of property, religion, personality conflicts, work, being entertained, dining room, custom, relatives, schedule, and things the members of the family do together. Each student was also asked to list other problems which did not fall under these particular categories. In most of the papers students did not, of course, list problems under all these categories, but nearly all of them listed some problems in addition to those which normally and naturally fell under these categories.

At no time did the investigator encourage or even permit a discussion of any problem in a given area before the members of the group had brought in their papers for that particular area. For example, on the day when the group made plans for their personal work in listing the problems they were experiencing in getting along with others in the home, no discussion of those problems was permitted. The day was given over to helping them understand what they were to do in a given area of experience. When that assignment was clarified the class gave its attention to some

¹The six classes in the beginning decided on The Family, The School, Religious Groups, Intimate Social Groups or Gangs, Personal Friends, Vocations and Places of Employment, Public Places, Racial Groups, National and International Problems. After the investigation got under way, the combined steering committees decided that it was unwise to consider the race question and they were disinterested in National and International Problems.

problem outside of that particular area for the remainder of the session. The next week when the individual papers were brought in, after the assignment for the next week was completed the class gave itself to a discussion of the more significant problems which were reported by individuals. But the plan avoided suggesting problems to people before they did their own personal reporting and at the same time it provided motivation for the investigation by giving them help toward the solution of problems after they had brought their own written reports to the class.

When the papers were brought in they were checked by the secretary of the group so as to give each member of the group credit for this participation, and then handed to the investigator. After the papers were read carefully by him, and the problems were isolated and recorded on a separate record, they were then filed in the respective folders of the different pupils. This accumulative record was built up with all papers from each pupil together with records of interviews with the students and parents.

In order to give the reader an idea of the nature of these papers from the students, several papers were selected at random as illustrations of the kind of reports that came in.

All the 153 students handed in papers in all the areas, excepting the last. In the area of Public Places seven of the students failed to submit papers.

Report of Student 1-19 (male, age 17):

Our family has the following problem:

(1) Work

Work is a source of many fights. Both Dad and Mom work and they think us kids ought to do the house work. I play football, my sister works in a laundry and my two younger brothers want to play. We are always fussing and often my Dad flies "off the handle" and tells us to "get to hell out of the house." I think he is unreasonable but I would not dare tell him that. What can we do to settle this problem?

Report of Student 1-2 (female, age 14):

Vocations and places of employment:

(1) I want to be a stenographer.

(2) I like office work. It offers the chance for quickest advancement. I'm beautiful and this will help me along. Men fall for that.

(3) I have a problem for my mother wants me to go into music. I just can't sit long enough to practice. Further, I have a brother and sister starving at it now.

(4) Yes, I am employed now, typing up statements for a man in a laundry. I work two nights a week, from 5 to 8. I am supposed to get \$3.00 a week, but if I let him feel me, I get \$5.00. He offers me \$10.00 if I'll have him. Not yet.

(5) I don't know what I'll accomplish. Guess I'll just get

married, have kids, and play around. It doesn't pay to take life too seriously.

Checking the Problems Listed

As the papers from the students for a given area were turned in, the investigator went through them carefully, picked out each outstanding problem or question listed and added it to a list of all the problems that came in from the 153 students. These problems or statements were then mimeographed and the list was given back to the students. They were then asked to check it in order to provide a frequency-picture. It was recognized, of course, that this frequency-picture in no way revealed crucial problems. It simply gave a view of the vote of all these students.

Before the check-list for each of the areas was handed out for the members of the class to check, they were given an opportunity to go through it carefully and add any problems which, in their judgment, were missing. Then the list was checked and the tabulation made.

Special committees from each class aided the investigator in the tabulation. Then representatives from the combined steering committees added these tabulations and prepared one final report for each of the areas.

THE FAMILY

(Check those that describe your situation)

A.

Total
of all

1. Entertaining

- 66 (1) We do not like some of the friends of each other, and so entertaining is a problem.
- 15 (2) We children must always do serving when our parents entertain.
- 28 (3) Younger children always "nosing in" when I entertain.
- 15 (4) Argue who is to use living room for company.
- 6 (5) When Dad has poker games, everybody must "hike out."
- 9 (6) When kid brother has all his friends in, we must all strike out to get away from the racket.
- 42 (7) Everybody talks loud and tries to "drown others out."
- 10 (8) Parents do not trust me to go with boys--afraid I'll get in "wrong," so have me chaperoned.
- 71 (9) After dates, parents quiz me to find out everything.
- 25 (10) I disappear when visitors come.
- 66 (11) How entertain?

2. Money

- 25 (1) How distribute money equitably?
- 20 (2) How much shall each spend at holidays?
- 20 (3) Must always beg for what I get.

- 41 (4) I can't make my money last--their argument.
- 2 (5) My mother and I live with uncle and he has little money--we have hard times.
- 10 (6) One works, has money--other doesn't work and thinks he deserves same amount.
- 18 (7) Too little money to fight about.
- 6 (8) Who shall have the right to go to the pocketbook?
- 70 (9) Should I always be forced to tell all about what I spend my money for?

3. Sickness

- 38 (1) Individuals get sick to get out of disagreeable things.
- 30 (2) Individual sick, craves all kinds of attention.
- 15 (3) Brother gets attention by making believe he is sick.
- 16 (4) One has slight illness and thinks he is about to "pass out."
- 19 (5) Mother complains constantly. Always tells her disease troubles to guests.
- 4 (6) Mother pets my older sister, but obviously doesn't care for my younger sister who is sickly.
- 2 (7) Uncle lives with my grand-parents, refuses to work, complains always.

4. Servants

- 25 (1) My friends' families have servants--we don't; I feel inferior.
- 5 (2) Everybody shouts at the maid--nearly drives her "nuts."
- 5 (3) Maid is always making a "poor mouth."
- 50 (4) We cannot afford servants.
- 15 (5) How to get respect of the servants.

5. Use of Property

- 85 (1) We dispute about kind of radio program.
- 10 (2) Two brothers always argue who is to have the car.
- 56 (3) Argue over the use of each other's things.
- 32 (4) Arguments over writing desk. Over the best chair. Over the davenport.
- 57 (5) Take each other's property without consent.
- 30 (6) What new things to buy?
- 48 (7) Question of who is to blame if things are destroyed.
- 44 (8) Father wants to hear speeches over the radio while I prefer jazz.

6. Religion

- 12 (1) Father holds us to religious custom, but while he is uptown, does as he pleases.
- 23 (2) Parents are religious--rest of us are not.
- 12 (3) Argument about going to church or temple.
- 6 (4) Mother is very religious--she doesn't care what I do away from home but must conform at home.
- 6 (5) Parents do not approve of Catholic friend.

7. Conflict of Personalities

- 7 (1) My friends do not like the friends of my sister.
- 3 (2) My young brother and older sister fight continuously, parents take sister's part.
- 22 (3) Younger snoops into affairs of older.
- 8 (4) One member different religion from others--constant lectures.
- 24 (5) Youngest member of family gets all the "breaks." Parents shield him.
- 42 (6) We are all constantly getting on each other's nerves.

- 5 (7) Sister and her husband live with us--difficulties galore.
- 12 (8) One child is favorite--all others must take "seconds."
- 35 (9) Constantly resort to sarcasm.
- 30(10) Father is always losing his head.
- 46(11) Our ideas are different.
- 22(12) One member thinks he is superior.
- 29(13) How deal with a hot headed brother?
- 29(14) Father takes one stand--mother another.
8. Work
- 64 (1) Trouble about children refusing to put away clothes.
- 12 (2) Must do all the house work, while others read the paper or listen to radio.
- 10 (3) Failure to keep room in order, means denial of real privilege I like.
- 6 (4) Work in home--children take advantage of me. Parents defend children.
- 40 (5) Constant argument about who shall do the different jobs.
- 17 (6) One person is spoiled, does nothing while all others "pitch in."
- 9 (7) Must always stay home and take care of the younger "kids."
- 38 (8) Hate house work.
9. Being Entertained
- 24 (1) Parents try to prevent me from going to a certain home. With a certain person.
- 57 (2) Do my parents have the right to choose my friends for me?
- 26 (3) How be at ease? How do things at table?
- 43 (4) People urge you to eat what you do not like.
10. Dining Room
- 21 (1) My appetite is always ruined by the dumb conversation at our table.
- 11 (2) Always have arguments where we will sit, especially when we have company.
- 47 (3) Always kicking about the food.
- 16 (4) Getting something thought of not on the table.
- 30 (5) Mother fussy about table manners.
- 21 (6) Grabbing wildly for food.
11. Custom
- 34 (1) Parents do not want me to do certain things--so I act "white lies" and keep them in the dark.
- 4 (2) I do not like the religion of my parents and want to change.
- 61 (3) I cannot discuss things with my parents.
- 53 (4) Do parents have the right to tell you what to do, what not to do?
- 35 (5) How get family to take broad views?
- 14 (6) Argue over socialism.
12. Relatives
- 42 (1) Must I visit my relatives?
- 2 (2) Relatives do not like my religion.
- 5 (3) Aunt always wants me to come over and care for her "kids."
13. Schedule
- 73 (1) Constant argument about when to come in. When to go to bed. When to get up.
- 42 (2) Parents feel girl has no right to be out at night.
- 31 (3) Would like to eat before going to bed.

B. "PROBLEMS I WOULD LIKE HELP IN SOLVING"

- 1 (1) How get my friends to agree with the friends of my sister?
- 12 (2) How can I get my sister to keep her room in order?
- 28 (3) My frankness gets me into trouble.
- 5 (4) Why don't I like the people of my own sex--but only those of opposite sex?
- 23 (5) How to get my parents to see what my needs are in money?
- 2 (6) Live with step parent and hate to take his money.
- 6 (7) Everywhere I go, younger sister wants to go.
- 54 (8) Am inclined to be stubborn and sarcastic.
- 12 (9) Do I have right to my own religion?
- 36 (10) How get father to control his temper?
- 10 (11) How keep dad from hogging all the money?
- 47 (12) Do my parents have the right to choose my friends?
- 5 (13) My parents are always suspecting that I am guilty of some misconduct--especially sexual.
- 23 (14) How get spirit of give and take in the home?
- 42 (15) How deal with a "hot head"?
- 2 (16) My sister is in real trouble. Will that disgrace all the rest of us?
- 27 (17) Suppose you can't talk things over frankly with your parents.
- 33 (18) How get family to take broad views?
- 31 (19) How deal with a teaser?
- 84 (20) How get along with someone with whom you disagree? Who gets on your nerves?
- 29 (21) What to do when we all have different interests?
- 26 (22) I do not feel free to talk with my parents about personal matters.
- 28 (23) What can I do to cheer up my mother?
- 21 (24) Should one ever run away from home?
- C. "THINGS OUR FAMILY DOES TOGETHER"
- 71 (1) Dine (breakfast and dinner).
- 34 (2) Buy clothing together.
- 52 (3) Discuss personal problems.
- 54 (4) Criticize each other together.
- 17 (5) Plan our budget together.
- 47 (6) Go to theater.
- 17 (7) Games.
- 10 (8) Symphony concerts
- 18 (9) Golf.
- 61 (10) Listen to radio.
- 35 (11) Go on picnics.
- 53 (12) Travel.
- 36 (13) Spend quiet evenings at home.
- 44 (14) Visit relatives.
- 27 (15) Go to church or synagogue.
- 35 (16) Reads.
- 18 (17) Eat dinner together every other Sunday.
- 64 (18) Eat dinner together every Sunday.
- 40 (19) Good old talk fests.

The investigator checked reports from individual students which came in, in the written papers, with the checks they placed on the lists. In all cases, except two, the original problems which were submitted in writing were the same as the problems

which the students checked in the list.² This led the investigator to feel that this frequency-picture portrays quite accurately the problems of these young people.

Summary by Each Student of His Own Problem

In the group process, when the last area, Public Places, had been completed and the students had checked the problems in which they were interested, then it was agreed to ask each person to write a summary of his own problems. The investigator turned to the folders for all the students and lifted out the sheets for each of the areas and returned them to each pupil. They were given an entire week to go through these papers and also to explore their own experience throughout these areas and write down what they considered to be a fair summary of the major problems they felt they were experiencing in getting along with other people.

The investigator took all the questions that were handed in and had a secretary type them on pieces of paper. These questions were then separated from each other so that there was one question on each piece of paper. He then took these questions and threw them into piles where they seemed to cluster naturally. In the following statement the reader will see how all these problems, summarized by the students, clustered--that is, into what groupings they naturally seemed to fall.

TABULATION OF PROBLEMS³

<u>I. THE FAMILY - - - 139</u>	
1. Personality conflicts	32
2. Entertaining	22
3. Schedule	20
4. Having my own way	14
5. Sexual relations between members of family:	
(1) Father and daughter	2
(2) Brother and sister	9
6. Property	8

²Excepting the items dealing with sex and religious faith, which were omitted from the check list. This was in line with an agreement made in the beginning with the school officials.

³The investigator was assisted by two graduate students majoring in psychology in this undertaking. They consulted with him in deciding on how to classify each of the questions. This, therefore, represents the combined judgment of three persons.

7. Relatives	6
8. How get my family to be broad-minded	5
9. Disagreement over religion and church attendance	5
10. Feel different from family	4
11. My friends and my family	4
12. Step-parents	2
13. Lack of confidence in family	2
14. Improve attitude toward family	2
15. Home not as good as my friends'	1
16. Responsibility for younger brothers and sisters	1
II. THE SCHOOL - - - 83	
17. Along with classmates	29
18. Feeling at ease in classroom	27
19. Along with teachers	18
20. How to study	5
21. Schedule and grades	4
III. THE INTIMATE GROUP - - - 64	
22. Group and pupil's ideals	22
23. Never feel at home with group	21
24. Group ideals vs. the home	12
25. No time for membership in group	5
26. Always fooling	4
IV. FRIENDSHIP WITH ONE PERSON - - - 144	
27. Fear of pregnancy	38
(1) Boys 16	
(2) Girls 22	
28. Conflicts	36
29. Boy and girl friends	28
30. Friends of my friend	26
31. How to make and keep	24
32. Ideals and standards	10
33. Being a hypocrite to keep friends	4
34. Lack of money hinders	3
35. Parents of my friends	2
36. Feel too old for friend	2
37. Difference in religion	1
V. SOCIAL USAGES AND TECHNIQUES - - - 66	
38. The best social usages	18
39. Conversation difficulties	15
40. How be attractive	11
41. Can't get along with others at all	9
42. Seem to say things that irritate	7
43. How deal with indifferent people	6
VI. MENTAL HEALTH - - - 186	
44. Self-conscious	38
45. Inferiority feeling	31
46. Sophistication	14
47. Contrariness	15
48. Jealous of others	14
49. Uncontrollable temper	14
50. Impatience with others	13
51. Tendencies to bluff and exaggerate	10
52. Moody	8

53. Feel critical of others	8
54. Sensitive	7
55. Resorts to sarcasm	4
56. Miscellaneous	4
57. Feeling of independence	2
58. Laziness and indifference	2
59. Gossip	2
<u>VII. 60. Other religions</u>	<u>11</u>
<u>VIII. 61. Other races</u>	<u>11</u>
<u>IX. VOCATIONS - - - 22</u>	
62. Puzzled over future	12
63. Choice of vocation	6
64. Relation with employees	4
<u>X. 65. Leisure time</u>	<u>6</u>
<u>XI. 66. Getting along with older and younger people</u>	<u>6</u>
<u>XII. 67. Right and wrong</u>	<u>82</u>
<u>XIII. 68. Physical handicaps</u>	<u>2</u>
<u>XIV. 69. Miscellaneous</u>	<u>68</u>

Personal Interviews with Students
and Their Parents

The investigator interviewed parents in order to get a check on the student's interpretation of his own problem and also to get a little picture of the home environment in which the student lives. He felt that this would throw some light on the problems the students themselves felt they were experiencing and give, in addition, the parents' interpretation of the student's ability to get along with other people.

The interviews with students had as their purpose to get additional information about each student and to secure some additional data, if possible, on the problems they were having in getting along with others. In most cases the information they gave had already been recorded in the papers they were handing in. The interviews, of course, helped greatly in establishing rapport with the individual students, and in motivating them to continue creative participation in the further steps of the investigation. It also provided an opportunity to talk over with them the method they were employing in dealing with these problems. In all cases the information secured in the interviews with students was filed in the respective students' folders. After the investigator learned

the names of all his students and was able to identify names with numbers, then information secured from the different parents that applied to the different students was filed also in these folders.

Interviews with Other Students by Members
of the Combined Steering Committee

In the combined steering committee a strong desire was expressed to get a check on additional students. These young people were eager to carry on an informal investigation in which they were to ask other students certain questions. The names of 360 boys and 380 girls were chosen. These 740 students were assigned to the twenty-two students who were interested in participating in the investigation. These twenty-two students asked, when they had the opportunity, individual students for a brief interview. In these interviews they sought to get information on nine particular types of experience.

The investigator feels that this study is not essential to the investigation, but he consented to it because of the group interest. He worked with the students on this effort because of their intense interest in it. He does not look upon it as a necessary part of the study. Nevertheless this interest on the part of the members of the combined steering committee does reveal the fact that they had a real sense of possession in the investigation and that they were not depending entirely on the investigator to tell them what to do.

The summary of the answers of these students appears in a chart in Appendix A.

This, then, completes the description of the different methods employed by the investigator in guiding these students to locate what they considered to be their problems of social adjustment.

CHAPTER II

DESCRIPTION OF THESE MAJOR PROBLEMS OF SOCIAL ADJUSTMENT

In providing a description of the major problems of social adjustment as recorded by the 153 students, the investigator is giving three different pictures. These are as follows: (1) description of major problems in each area; (2) description of problems which cut across all areas; (3) description of sequences observed in the major problems of a number of cases.

In connection with the first two pictures provided, the investigator quotes verbatim from papers handed in by different individuals.

In order to provide a criterion by which papers might be selected the investigator took the sixty-nine items which appear in the tabulation of problems on pages 7 to 9 above. As will be recalled by the reader, these sixty-nine items grew out of the process of classifying the summary-problems, which were handed in by the students, into natural clusters. The investigator took all the papers and went through the process of seeing whether they could be thrown into the sixty-nine groupings. While many papers had a number of problems described in them, he found that in most cases the major problems in the papers appeared in the list. Some additions, of course, had to be made. Under "Family" these had to be added: (1) sex problem caused by boy observing his parents having sexual relations; (2) distressed over the fact that the family is in economic want and bewildered and baffled over inability to do anything about it; (3) brother involved with gang and fear on the part of girl that he will be caught and arrested, bringing disgrace to his family and to her; mother has heart trouble; (4) eighteen had difficulty over the problem of work in the family.

Under "Schools" he found eighteen different papers that were related to the whole question of sororities and fraternities. In going through the records of interviews he found sixteen students who were worried over this same problem. Perhaps the reason this did not appear in the summary of problems as provided by the students was that the school officials requested that no discussion

be given to the whole question of sororities and fraternities, since they were afraid that the group decision might be contrary to the state law. An additional classification, therefore, was provided on sororities and fraternities.

Under "Intimate Groups" eight papers (and these were supported by records from interviews) seemed to cluster around the whole idea of having membership in one group that was unsatisfactory because persons were ambitious to have a place in another group. Under "Friendship with One Person," five papers had to do with situations in which girls were conscious of having friendship with one girl that was not satisfactory and wholesome. There were a number of cases, of course, where there apparently were "crushes," but both girls in those cases seemed to be entirely happy about it, the only problem being that of jealousy. An additional item was added, entitled: "dissatisfaction with crushes."

Under grouping VI, "Mental Health," thirteen papers clustered about the idea of persecution.

Under "Vocation" there were four girls who were having difficulty with the employer; so an additional item was included: "relation with employer." Under "Right and Wrong" the papers grouped themselves so clearly around a number of items that this was broken up into a number of sub-items. This was strongly supported from the records of interviews. Under the grouping "Right and Wrong" eighteen worried about the question of masturbation; twenty-one about the question of intercourse; thirteen worried about thinking over sex situations, wondering if it was wrong; eight had stolen things and asked if they should confess; twenty-one were deceiving their parents and they wondered what should be done about it.

In providing descriptions for Pictures 1 and 2,⁴ papers from the different piles were selected in many cases at random. This means that there were eighty-two groupings of papers from which papers were selected in this particular process.

Description of Major Problems in Each Area

If the reader will refer to the tabulation of problems which appears on pages 7 to 9 above he will find that most of the areas chosen in the beginning were kept. There is "The Family,"

⁴Picture 1, Description of Major Problems in Each Area; Picture 2, Description of Major Problems That Cut across All Areas.

"The School," "The Intimate Group," "The Friendship with One Person," "Other Religions," "Vocations." This means that "Public Places" is the only area from the original list of areas that was omitted. Other categories in that tabulation, obviously, have to do with problems that cut across all areas. In this picture we are providing descriptions of the areas as "The Family," "The School," "The Intimate Group," "Friendship with One Person," "Other Religions," "Vocations," and "Other Races."⁵

A. The Family

In the summary of problems checked by the students, there are sixty-six students who were troubled about the problem of entertaining, because members of the family did not like the friends of each other; forty-two said that everybody talked loud and tried "to drown others out"; in seventy-one cases, after "dates," parents quizzed them to get information; under the category of money, forty-one were unable to make their money last; seventy wondered why they had to tell their parents what they used their money for.

Under sickness, thirty-eight reported that individuals feign sickness to get out of disagreeable things; thirty said that an individual gets sick and then craves "all kinds of" attention. Under servants, fifty reported that they cannot afford servants; fifteen are worried as to how to get respect from the servants.

In connection with the use of property, eighty-five reported that there are disputes over the kind of radio program; fifty-six said that they argue over the use of each other's things; forty-eight indicated that there are questions as to who is to blame if things are destroyed; forty-four said the father wants to hear speeches over the radio while the young people prefer "jazz."

In forty-two cases in connection with "conflicts between personalities" they said they are constantly getting "on each other's nerves" in the family; forty-six revealed that their ideas are different.

Under work, sixty-four reported there is trouble in their family about children refusing to put away clothing; in the case of forty students the report is that constant argument prevails

⁵As was reported previously, the students voted not to explore the area of race in the classes. But in the papers, a number of students indicated real difficulty in this area.

in the home about who should do different jobs; thirty-eight declared that they hate house work.

In connection with being entertained, forty-three reported that they are "urged to eat what they do not like when being entertained."

Under the category of schedule it will be noted that the problems rank high. Seventy-three persons said that there is constant argument about when to come in, when to go to bed, and when to get up; twenty-one declared that parents feel "a girl has no right" to be out at night; thirty-one reported there is "difficulty over eating before going to bed."

Under "problems I would like help in solving" those of highest frequency are: am inclined to be stubborn and sarcastic; how deal with a "hot-head"; how get family to take broad views; and the highest, with sixty-four out of 153 students checking, is: how to get along with some one with whom you disagree, who gets on your nerves?

A very interesting correlation can be seen between the things the members of the family do together and the question of personality conflicts. Thirty-two of the 153 students described personality conflicts in detail, either between the students and their parents, or between students and brothers and sisters, or between students, brother and sister, and parents. Of thirty-two, thirty-one are from families in which the members do few things together. Of the thirty-one students twenty-nine do nothing together regularly except eat Sunday dinner. The investigator selected twenty papers in which there was no report of any difficulty in getting along with members of the family. In one case a widowed mother and her daughter lived together. In this case the daughter reported the mother would not let her have dates unless she was accompanied by another couple. The mother complained that the daughter did not care to assume any responsibility in the home. In the other nineteen cases, the members of the family ate breakfast and dinner together regularly, went to the movies, joined in radio programs, took vacation trips together, and did a number of other things jointly. It is correct to say that joining in common activities improves the abilities of the members of the family to get along together.

With this general picture provided, we now turn to descriptions of difficulty. Several are included. Some of the descrip-

tions are by students; others are added by the writer.

(1) Personality conflicts.--Student 2-8 (male, age 14):

I am a boy, have three sisters and one brother, a father and a step-mother. Frankly, our biggest problem is that our ideas are absolutely different. We all like different things, don't enjoy doing things together, we never do anything together. The fact of the matter is, I doubt if we really could be called a family. We are just a group of people who happen to be living together. Two of the children are of my step-mother with her first marriage. The rest of us are by my father and his first marriage. There we are together. Frankly, I don't think any one could ever help us--we are just different, that's all, so there is no use to worry about it.

Student 3-16 (female, age 17):

My mother does not like me and I know it. The fact of the matter is that an aunt of mine told me that my mother did not want children in the beginning. I am the only child in our family. My aunt told me that my mother did everything under the sun to "chase me" before I was born. She does not know that I know it, but I am sure that that's why she does not like me, and the Lord knows that I do not care a great deal for her.

Now, I remember you said one day in class that if there is a conflict between two people that one of the things they might do would be to sit down and talk it over. You know very well I could not do that with my mother. I would not even try. She does not like me and I don't like her, so that the only solution I see is for me to see as little of her as possible. I have a boy friend and we get along fine.

Every time Dad buys me a new dress it makes mother mad. She doesn't like it. She wants all the nice dresses. If Dad only knew the truth, he would never buy her a thing. She wants nice dresses so she can play around. It burns me up. If you were in my place, would you tell Dad?

(2) Entertaining.--In the question of entertaining there are a variety of problems. These include people who are to be entertained; the behavior of the members of the family during the entertainment; the question of who is responsible for the cooking and the dishes; the whole question of how to entertain and the question of who should be invited.

Twenty-two students wrote of difficulty in connection with entertaining; seventeen of them were girls. Their problems had largely to do with entertaining girl and boy friends. Many of these girls live in apartments and find it very difficult to have privacy with their boy friends. Parents "do not close their doors" or some one is constantly walking through the apartment.

Student 1-14 (female, age 17):

I have a fine boy friend but the trouble is that my younger brother and sister are constantly playing with him. In order to get a good stand-in with the family he plays with them all

the time. I have little opportunity to be with him. I wish you would tell me what I could do to solve this problem. I would like to have a little time with him myself.

Student 4-25 (female, age 16):

I am a girl. I have had very few dates. The fact of the matter is that I have been anxious to have a date with a certain boy for a long time. Well, recently, he asked me for a date. I think a girl friend of mine, or perhaps my whole sorority did some good work for me. We went to a show and then drove down along the lake and had a lovely time. I responded to him, as of course every girl is supposed to do and then he said: "Can't we go home?" I thought sure that my people would be in bed. I told them that I was going out with this boy and was just thrilled. I borrowed my sister's dress and got ready for the date in the best way I knew. Well, what do you suppose happened when we got home? My father is the biggest tease in all the world. Well, he had all kinds of clothing hung in the living room of the apartment and when we walked in we had to stoop in order to get over to the davenport, and I was so embarrassed and tried to explain to the boy friend. We sat there on the davenport while the clothing hung all over the living room. I was afraid to do very much for fear my father and mother and brother and younger sister might be listening, but I just let him pet me all he wanted to, though I whispered in his ear that they were perhaps listening and getting a good laugh over the trick they had played on us.

I like my father and my mother and my brother and sister but I really feel that they carry their joking too far. I told them that I would never bring my boy friend into the house again. The fact is, he is older than I and I am going to his apartment. I told him I would, then they can't play any tricks on me. Do you think this is wrong?

(3) Home not as good as my friend's home.--Whether it is the sorority and fraternity situation in high school, or not, twenty-one students described as their major difficulty, as far as the family is concerned, the living in homes which are not as good as the homes of their friends. As long as they are being entertained by their friends it is all right, but when it comes their turn to entertain they are embarrassed to think they will have to bring their friends into homes that are not as good as those to which they are accustomed. This seems to be a very important area of difficulty.

(4) Schedule.--In the investigator's visitation in the family the question of schedule came up as often as any other item. The parents are not able to get their children to return at night or to get them to arise in the morning in time for school. It will be recalled that seventy-three students reported that there is constant argument about "when to come in, when to go to bed, and when to get up." Both the student reports and the interviews with parents indicate that in most cases parents try to

think for the students. There has not been achieved in the family a sense of co-operation in which the young people and the parents work out a program in the spirit of co-operation.

Student 3-2 (male, age 18):

I am eighteen years old, a junior in high school. I have quite a reputation here in high school for athletics. I have a regular girl. I go around with the other fellows. How I wish you would tell me why I have to be in at a certain hour. Well, I'm simply telling you. I won't be in at a certain hour. I don't care what my parents think. My father told me he would not give me any more allowance unless I came in at 11:00 o'clock, every night. Well, I am going out and get a job and then I can do as I please. If I can't live at the house, well, there is some place else I can live. Now, you perhaps think this is the wrong attitude but if you were in my situation where you are constantly being nagged by your parents because you did not come in at a certain hour, you wouldn't like it yourself. What can a fellow do about it?

Student 6-3 (male, age 17):

My younger sister can do just as she pleases, but just let me come in very late and there is all kinds of argument. I don't understand why my parents are easier with her than they are with me.

(5) Sexual relations between members of the family.--Two girls wrote that their father is having sexual relations with them. One girl said that she looked upon it as a beautiful thing. Her mother was not able to have sexual relations. The mother never talks it over with the girl, but the father does. She enjoys it and feels that she owes it to her father. The other girl is facing a conflict about it. She likes her father and hates to hurt his feelings, but she is afraid she will become pregnant. Furthermore, she is afraid it might become known and the idea of it horrifies her. In this case the mother works and the father does not. During the day at home, since this girl is the only member of the family besides the two parents, the father, at first, forced the daughter into sexual relations and after that she submitted.

These two reports are very long and are not recorded here. In nine cases either boys or girls reported that they are having sexual relations with brothers or sisters. Eight of these were given in papers and the ninth came to the investigator in a personal interview. In all nine cases there was satisfaction and enjoyment in the relationship. There was some question as to whether it was right or wrong. In seven of the cases, the question was asked what they could do in order to avoid pregnancy.

(6) Property.--It is around the use of property that a great deal of difficulty in getting along with other people seems to cluster. Again, apparently, the problem has to do with the whole question of the members of the family having a sense of participation in a co-operative community.

Student 1-10 (female, age 15):

We live in a small apartment. There are six of us children and we are constantly borrowing each other's things. I have three dresses, but I never know when I can wear them, for somebody is always taking them, without even asking me. When I say anything about it, my mother growls at me and always reminds me that I am using my other sisters' dresses. But there is nothing else that I can do because when they have my dresses I have got to take theirs. Then we are always arguing over the use of the radio. I have some friends in sometimes and we want to dance and then when they go my father growls because he wanted to listen to some program that we would not even care to listen to. Is there any way we could settle this kind of difficulty?

(7) Relatives.--Student 6-32 (male, age 17):

The biggest problem I have is with my relatives. I have a number of aunts and uncles who think that I am the only person in the world. All of them want to kiss me and that turns me wild. They all want to tell me what to do. If I go with some girl who doesn't measure up to just what they think they all call my mother and father up, or tell them that I am making a mistake. I am getting tired of it.

My parents are always going to visit these different aunts and uncles and they insist that I go along. They are always talking about what they dreamed for me, what great hopes they have for me and it makes me sick. If they keep it up very long I will make a great mess out of life just to disappoint them, but my mother and father are so good to me that I simply dare not hurt them so I have to go along and listen to all the dumb talk which has no meaning at all. I know there is no use to ask this question because there is nothing you can do, nothing anybody can do. Not even God could do anything about it.

(8) How get my family to be broad-minded.--Five students listed this as their major problem. They want their family to appreciate more things and to be interested in more things. One student's report gives an interesting picture.

Student 6-13 (female, age 15):

All the girls of my group smoke, dance, and stay out as late as they want. My family will not permit me to do any of those things. Now the only thing I can do is to go ahead and deceive them and that is exactly what I have been doing. Why is my family more narrow than the families of my girl friends? It is a real problem. When I go to the homes of my girl friends and boy friend they serve cocktails. When young people come to my house I can't do any of those things. I can't even have them dance or play cards. You know exactly what happens--they stop coming. They seem to keep me in the

group because they like me, but they do it in spite of my family. Where can I begin to help my parents see that they are simply spiting their own face?

(9) Disagreement over religion and church attendance.--Of the five students who recorded this as a major problem, there are three young people whose parents--or in one case, whose mother--are very religious, and the young people do not care to go to church. One is a Jewish boy whose mother became Catholic when she married a Catholic man. The other is a Jewish boy whose parents are Christian Scientists. His aunt, however, is a very devout Jew and promises him that if he remains active in the synagogue she will give him a big financial reward when he is twenty-one years of age.

(10) Feel different from my family.--Although fourteen of the students listed this as a major problem, there is evidence of a larger number of the 153 students having a sense of aloofness from the members of their family. They do not feel that they really belong, there is not a sense of unity in the family. They feel alone. Many of them have a greater sense of belonging to their gang and social groups than they do their family.

(11) My friends and my family.--Although only four of the students reported this as a major problem in getting along with the members of the family, there were fifty-seven who checked the problem of parents helping them choose their friends. Of the four who listed this as their major problem, all were girls, with the problem involving boy friends with whom the parents did not agree.

(12) Step-parents.--A number of the students live in families where the father or mother is a step-parent. Two students are in severe conflicts with their step-parents. In one case, the girl was forced into sexual intercourse by her step-father, when her mother was away at work. The step-father does not work. In another case it is jealousy on the part of a step-mother; she does not like her husband to kiss the daughter.

Student 3-21 (female, age 17):

My father married another woman soon after my mother died. This woman is ten years younger than my father. The fact of the matter is, she is only slightly older than I am. She is very jealous of me--she does not want my father to do anything for me. She would keep him even from buying me clothes if she could. Every time my father comes home in the evening and kisses her and then turns to kiss me it makes her mad. I have heard her say the meanest kind of things to him about me. In

fact, I have heard her ask him never to kiss me again, she has even suggested to me that I ought to marry so that I could go to my own home. So it makes living pretty difficult.

Student 2-26 (female, age 14):

My mother was divorced from my father about three years ago. She was dumb enough to get married right away to some man who isn't worth a damn. She is working--he cannot get the kind of work he wants. He is some kind of a salesman, so he simply loafes around the house all the time. About three or four months ago, one day when my mother was at work, he came and got into bed with me. We fought and fought, but he went ahead and carried out his idea. I thought he was going to kill me--he hurt me so much. I told him I was going to tell my mother but he told me he would kill me if I did. I am afraid to do anything. Now, nearly every day when he gets a chance he will have intercourse with me. I try to get away from him by coming to school when my mother goes to work and not going home until my mother gets home, but the trouble is, mother expects me to have dinner ready at night. If I go home in time to get dinner, he will have intercourse with me before I get a chance to do any work.

If you were me, would you tell mother? What would you do about it? I would like to have an interview with you. Even though I hate him yet the awful truth is it feels good and I rather like it yet I know it is wrong.

(13) Improve attitude toward family.--For some reason or other, two students want to get along better with their families. They desired to know how they could improve their attitude toward the family--they wish to like the members of their family more.

(14) Lack of confidence in family.--Two students reported that they do not believe in their families. In one case it was a lack of faith in both father and mother. In the other case it was a lack of faith in the father.

(15) Responsibility for younger brothers and sisters.--
Student 5-20 (male, age 18):

I am a boy eighteen and I have a sister nine. My mother and father expect me to be responsible for her all the time. My father works and mother runs around a great deal. She is interested in her Zionist movement and she is always going around lecturing. Do you really think it is fair to expect me to always be responsible for my sister? There are a lot of things I want to do and she cannot go along. I simply will not have her tagging after me all the time. I like her and she likes me. She, in fact, would much rather be with me than with her mother. And that is what makes it hard. I have been taking her to the movies, putting her in at 11:00 o'clock in the morning and leaving her there until about 3 or 4 in the afternoon. She enjoys movies and will stay as long as I leave her there. I have a friend at one of the movies who is an usher and he takes care of her. When I am ready to go he lets me in and we go home. I am trying now to find some girl friend for her so that she can spend a lot of time with this girl friend. Is this all right? If I say anything to my mother about it she would take my head off.

(16) Sexual relations of parents.--One student reported that he sleeps in the same room with the parents and observes them in the act of sexual intercourse. This causes him such torment of mind that he always masturbates. He worries, then, about it. His report follows:

Student 1-19 (male, age 17):

My parents, my little brother and I live in a two-room apartment. We all have to sleep in the same room. My father and mother have relations soon after we go to bed. I see them in the act. Sometimes they even turn on the light, because I think they use some kind of birth control business. There are times when they leave the light on to finish. It nearly drives me crazy. I even think of knocking my father down some time and having my mother.

I can't go with any girls--they won't have me. I don't know why. So I take it out in masturbating. Is it wrong for me to watch my parents? When I go to church and listen to the minister preach, it makes me feel terrible. I sometimes wish to be a Catholic so that I could go to a priest and confess. What can you do about such a thing? Where is there a house where whores live? I would like to go to such a house but I never have the nerve to ask any boy where I could find one. I am seventeen years old and have never had sexual relations with any woman. I certainly would like to have such relations. Would it be wrong for a man to have relationships with an animal, say a dog?

(17) Money.--While only one reported this as his major problem in getting along with other members in the family, yet the papers that were handed in indicate a great deal of tension over the amount of money given. There is difficulty over the equitable distribution of money among the members of the family. Apparently the use that is made of money is one of the sources of greatest difficulty. In checking these problems in the beginning, seventy of the students indicated that this is a center of difficulty.

(18) Worry over the conduct of a brother.--Student 3-16 (female, age 17):

I have a brother who runs with a gangster gang. They are constantly holding up things and every now and then he gets a big haul. He buys me nice dresses and gives me a lot of money. I like him. He gives me about everything I want. How can I help him see that he ought to get out of that gang? You know I had a talk with you about this when you first came to the school. It still bothers me. I have done some of the things we agreed would be good. He says that he can't get out of the gang, that if he would pull out they would kill him. He is not happy in it, he is awfully scared that he will get arrested and that he will disgrace the family and me. My brother and I have always been very close. I love him as much as anybody in the world. In fact, I love him as much as I love my boy friend, and what I can do about that is the biggest problem of my life.

(19) Work.--One of the interesting things that might be observed in this connection is that not one of the students, when the summary of their major problems of getting along with others was prepared, mentioned work as a source of tension or difficulty. However, in the papers that were handed in a large number mentioned this as a difficulty. When the problems were tabulated and they were given a chance to check them, it was immediately observed that work was the source of great tension. Sixty-four students checked "there is trouble in the family about children refusing to put away clothes"; forty said there is constant argument about who shall do the different jobs; thirty said that they hate housework.

All the students, in reporting the difficulty they have in getting along with other members of the family, gave an accurate picture of the home situation, with the exception of two. These were students 3-5 and 6-22. They will be reported in detail in a "discussion of problems that cut across all of the areas."

B. The School

In the check list on the school containing items of difficulty listed by the students in getting along with others in the school, forty-two students checked "blush when I recite" and "feel self-conscious." Sixty-three have difficulties with the varying temperaments of teachers; forty-four do not like the idea that a few people "hog" the discussion in the class; fifty-six spoke of the poor ventilation in the classrooms; fifty-one checked the problem of how to keep your mind on the subject while others talked about other things; forty-two checked the item of having a distinct dislike for certain other pupils; fifty-nine said their mind "wanders" as the teacher talks, they "sit and dream"; forty-one checked the item of unprofitable argument--people talking for the sake of being heard. These had to do with behavior in the classroom.

In connection with the study halls sixty-nine checked the lack of desks which makes study difficult; forty-nine complained that the teachers act as detectives; forty-eight said the seats "were horrible"; fifty-three spoke of the tendency of teachers not to allow necessary talking; fifty-one complained that teachers were constantly making speeches about being quiet.

Seventy-one checked the item about people standing still in the middle of the corridors; sixty-five spoke of pushing and running; fifty-four complained about insufficient light in the

corridors; forty-two raised a question about people who walk on the wrong staircase.

In connection with secret societies, thirty-three asked the question whether one is justified in violating the school law regarding secret societies.

In connection with grades, thirty-three felt grades were unfair; seventy-one checked the item about pupils who are "best suckers and bluffers" getting the best grades; fifty-seven checked the item that the teacher's prejudice affects grades; seventy-six checked the item that grades are dependent too much on examinations; forty-six checked "teacher hands you a 'G' and says you ought to be getting an 'E'."

In connection with clubs, sixty felt that the faculty has too much to say about the club; thirty-five complained that most clubs are controlled by Jews who force Gentiles to be different.

In connection with the assembly, sixty-nine felt that the hall has bad acoustics; sixty-eight complained about the students "rushing out"; and fifty-seven felt the programs were "rotten."

In the area of athletics, sixty-eight checked poor support of game; twenty-six checked the item that athletics provide opportunity for only a few.

With regard to the lunch room, thirty-seven checked the question of crowding; and thirty-nine checked the item of table manners of students being "horrible."

With respect to the "gym," fifty students felt that the "gym" program should be eliminated because it is a waste of time and energy; forty-six said they cannot do the things they like most; sixty-one felt that they are not given enough time to dress; seventy-seven felt that the classes in the gym are too large.

In speaking of cliques in the high school, thirty-five checked the item that cliques take possession of clubs and secret societies; sixty-nine complained that the school is too full of cliques; thirty-eight felt the trouble of having friends in two or more cliques is a great problem; thirty-six reported that racial groups form the basis of many cliques.

From the standpoint of the administration, forty-nine felt that student government is mostly make-believe; sixty said that many students have a "no-care" attitude about government; sixty-one said that "everybody is out to get his friends elected"; fifty-seven felt that it is difficult to know who the best person

is; seventy checked that they have no trouble with the office.

Under "miscellaneous," fifty-seven wanted to know what to do when there was a school strike; forty-six were bothered about making out programs at the beginning of the semester; forty-five were interested in knowing how to deal with class and race distinction in the school; and forty-six were bothered about the whole question of other students borrowing one's home work.

This summary simply points out the problems of highest frequency. In tabulating the summary of major problems, as provided by the students, it was found that most of the problems could be placed under five categories. One paper dealt with another problem. Thus it was necessary to make six groupings.

(1) Getting along with classmates.--Twenty-nine of the 153 students listed this as one of their major problems in getting along with other people. Jealousy, misunderstanding, domineering, not willing to submit, were factors in the difficulties as recorded by the students. Many difficulties are caused by the fact that one person is in a sorority and a close friend of that person is not. Another difficulty is that one girl begins to date while her closest friend is not able to get dates.

(2) Feeling at ease in the classroom.--Although forty-two of the students checked this item in the check list, twenty-seven of the students looked upon it as a major problem to them. In all of the twenty-seven cases this same question was mentioned in the personal interviews. Of the twenty-seven students, nineteen belonged to the list of twenty-six students mentioned above who are bitterly antagonistic to their parents. Six of them belonged to the group of twenty-seven who are happily adjusted to their parents and family. There are two descriptions by students of this problem to show how they interpreted the difficulty.

Student 1-4 (female, age 17):

In my report on our family relations I told you that I am having regular sexual relations with my boy friend. I told you that he came into the room and slept with me. In preparing me for intercourse, he kisses my breasts and fondles them. Well, during the last months, or year, they have been getting so large that when I stand up to recite or walk to the blackboard or walk back from the blackboard, my breasts shake and quiver. I always have the feeling that the boys are looking at me. It makes me so self-conscious.

I often tell the teacher that I do not know a thing in order to keep from standing up. Then, also, I have always felt funny when I get up before the class. I can't just explain why it is but I just do not feel right. I think every-

body is looking at me, or laughing at me. I suppose all I need is a little practice in reciting.

Student 3-9 (female, age 16):

I think one reason why I feel so self-conscious when I stand up to recite in the class is that I have a reputation for being put up before the class for different offices but am never elected. Since the beginning of the school year I have been nominated for nineteen different offices. I was defeated in all cases. It makes me feel so dumb that I have come to the conclusion that the students simply do not like me. I have some friends who are very close friends and they are the ones who are always nominating me. Apparently, all of the rest of the students do not like me, or else I would be elected. To get up before them all the time to recite is awfully hard. If I were elected to a lot of offices, like a lot of students, then it would not be hard for me to recite. I get the funniest feeling in my stomach when I'm called upon. Even though I know something I get so self-conscious and aware that I forget what I did know.

(3) Getting along with teachers.--Of the eighteen who recorded this as a major problem they were facing in the school, seven of them felt a difficulty because they were deeply enamored with a given teacher, but did not get the amount of attention and friendship that they sought. One girl was being approached by a man teacher about having dates. He kept warning her that if she would not date him he would "flunk" her. This was a problem to her. In the case of the other students there were problems of antagonism. Some of them felt that the teachers were unfair and that they had "it in for them," as one put it.

(4) How to study.--Student 5-3 (male, age 16):

We are always being told by our teachers to study and to know how to study. I have not yet found any teacher who was able to tell me just how to do it. I read over a lesson a number of times and when I am through I do not know a thing I have read. I simply do not have the ability to remember anything.

Then, also, time just sneaks away from me. Before I know it, my study periods are gone and I haven't anything done. In the evening, I putter around and do this and that, and the first thing I know I am so sleepy and it is time to go to bed and I haven't gotten my work done. If you could tell me how to study and how to keep from just fooling around doing the things I would like to do, it would be very good. In the classroom or in the study hall if somebody comes in, or there is whispering or a little commotion, I just can't resist looking up. Then, till I get back to my work again a lot of the period is gone. My teachers and my parents have told me a lot about a wandering mind and have spoken to me about not being able to concentrate but it doesn't do any good.

(5) Schedule and grades.--Four students listed as their major problem difficulties regarding grades. Mention has already been made of the attitude students have toward the methods often

used by students in getting good grades. It is apparent, also, that many of them feel that the teacher's attitude toward the pupils has much to do with the kind of grades he makes.

Student 5-11 (male, age 16):

It is a well-known fact that if you speak your own mind and think your own thoughts, especially, if you ever differ with the teacher, that you are simply in for a poor grade. I have decided that since my father gives me a dollar for each "S" I make that I will simply bow down and say the things that the teachers expect me to say. Since I have started to do this, I get very good grades, though sometimes it makes me feel cheap to think I am doing this just for the money I'll get from my father.

There have been several times when I copied materials from another student and handed in the very same things he handed in, but because I happened to be standing in especially good with the teacher, I got a good grade, while he got an average grade. I hardly know whether sometimes I ought to laugh at that, or whether I ought to feel ashamed. You would be surprised how many students here at the school feel just like that. They know that if they are to make good grades they have to play up to the teacher. They have to go up to the teacher every now and then and ask several questions at the close of the session. This brings you into the attention of the teacher and forms the first step toward a high academic record.

(6) Sororities and fraternities.--In a study of interviews the investigator had with the students, he discovered that a third of the students, approximately speaking, who co-operated with him in this study, are members of sororities and fraternities. A third are unhappy because they cannot belong, another third have no interest in joining. Some students have difficulties because they do belong to sororities and fraternities. On the one hand they are afraid they will be discovered by the school authorities and their "school standing" will be hurt. Within the sororities and fraternities there are difficulties of one sort or another. There are clashes between sorority, fraternity, and the family.

Those who are not able to get into sororities or fraternities and who are eager to hold such membership, of course, experience many different types of problems. Some of them have a sense of aloofness, others have a sense of inferiority because they cannot get in, others have a sense of antagonism toward those people who are lucky enough to get in, others "cheapen themselves" by resorting to all kinds of methods to win rapport with sororities and fraternities. The other third of the persons who do not get into them may make up a large measure of those who do not date, who are not elected to office, and who are not nearly as busy as those who

happen to belong to those groups. From twenty students selected at random who do not belong to sororities and fraternities the investigator found that fifteen of them had never held any kind of office since they have been in school; nine of them never had a date since they have been in school. Of all the girls who spoke to the investigator about the problem of not dating the two reasons given by them for not dating were these: first, lack of membership in a sorority; second, the fact that they were not willing to go the limit with a boy.

Here follow two reports, from a girl and a boy, as to the problems they experience because they do not belong to a sorority or a fraternity.

Student 2-10 (female, age 14):

All of my girl friends belong to one sorority. I have tried my best to get into that sorority, but in vain. There are several girls in there who simply do not like me. Furthermore, I do not date very readily and am not very much of a student. Also, my mother and the mother of two girls are very much on the "outs." I suppose this is involved in my not getting in.

Why this girl friend of mine is loyal to me in the face of the present situation is beyond me. It is one of the things that make it possible for me to stay in school. Her friendship is the realest thing I have ever known. Only that person who has experienced being black-balled by a sorority and who at the same time must go up and down the halls and be in the classroom, time after time, in the presence of those people who are in the sorority, who have voted you down, who talk all the time behind your back, who say the meanest things about you, know what it means to be in the kind of a situation in which I am. I know that I am plain looking and I know that I don't have a lot of sex appeal, but it is not my fault. I didn't make myself--I didn't work out, as one of the professors told me, the chemical composition which makes up my physical self--I am the product of somebody else's making. Why I should have to put up with the torture of being out of the group is beyond me. I suppose there is nothing to do about it, because people will simply be mean. My mother says that I am far ahead of my age and that is why others are not.

Student 4-3 (male, age 15):

I am a Gentile and come from a very poor home. A lot of the clothing I wear was worn by my father. I don't know whether I am so much less than other boys or not, but I do feel that I have very few friends. The fact is, Mr. X is the only friend I have and he's a teacher. He is very much older than I am and so I can't expect to use up a lot of his time.

I know a lot of boys who belong to fraternities, who are elected to offices in the classes and I have one boy friend who is a neighbor to us, who is very active on the staff of the school paper. He is always very busy. I am home every evening and he is always going.

Could you tell me how I could get into the group and how

I would be respected by boys so that they would like me and elect me to offices and would like for me to join their fraternity? If it takes drinking and smoking and cussing to do that, I would be willing to do it. I am tired of being lonesome.

The day I had an interview with you, I couldn't think of all the things I wanted to say. I have thought of a lot of the problems since and I hope you will let me have another interview with you. There are so many things I would like to talk about. I have so few people to talk to.

My parents were old when they were married. When I was born my mother was forty-two and my father was forty-six. They have never played with me and I suppose, as I heard a man say once over at the University of Chicago, my father never had a normal adolescence and so I haven't had either. I have always been too serious, clumsy and, I suppose, dumb.

You ought to know after reading this paper that I certainly am not very happy. I am not happy at home. I am not happy at school, I'm not happy anywhere. Who could expect me to be? I have enjoyed this psychology work and I am only hoping that I can find a good solution for the difficulty that nearly drives me mad.

C. The Intimate Group

In the check list of intimate social groups or gangs, it is interesting to discover that there is not as great a clash between the standards of the home and the standards of the group as one might think. Seventy-nine students checked that there is no conflict between the group and the home. What the remaining fifty-four students feel about this cannot be recorded, unless, of course, a thorough study were made of the papers of the fifty-four.

Under "group ideals versus my ideals" fifty-eight said that they have their own ideals, but are still popular with the group; twenty-five reported that they would give up their group before going back on their ideals; thirty-eight indicated that all the "kids" in their group are clean, fine, and high-minded and they have raised their ideals; thirty-five reported that if one were to see their group he would think they have no ideals, but that they are more serious than they act.

In regard to the problems individuals have with members of their group, thirty-nine reported that they are made to feel uncomfortable by one member in the group; fifty-four said that they get along well with all individuals; fifty-one indicated that their best chum belongs to the same group to which they belong.

With regard to failure in winning a place in a group or gang, fifty-seven out of 153 reported that they had no problem whatsoever. In the matter of giving the wrong impression at the

first acquaintanceship, twenty-one sensed a difficulty.

In connection with the question "request for help in getting along with, or into a group," thirty-one of the 153 felt they need no help. Forty-seven wanted to know how to deal with sarcasm. Of the 153 students, fifty-eight feel that they get along well because they try "to be a good sport."

(1) Group and pupil's ideals.--Twenty-two of the 153 pupils listed this as a major problem. From the interviews which the writer had with the pupils and from a study of their papers, it is quite apparent that the average social group gives approval to intimacy and sexual relations, approval to drinking, smoking, and to other forms of behavior, of which the average home and the church disapprove. In other words, most of the social groups approve what the student has learned from childhood to be wrong.

There are two student descriptions provided here.

Student 5-19 (male, age 15):

In order to be well accepted by boys in your groups, you simply must be a good sport. I will drink, tell rotten stories, dance, go to movies, do everything but gamble. When they start to shoot dice or gamble I wander away when no one is looking. This, I refuse to do. I suppose one reason is that I have very little money.

My parents are mighty good to me and they have always made me promise that I would not gamble. I have done a lot of things that they know nothing of and this is one thing that I am not going to do, even though I have to walk around and be lonesome.

Student 2-5 (male, age 13):

I do not belong to a group or gang. I guess it is just because I am not very popular. I like young people, but I am absolutely lost for anything to say when I am out with them. I cannot make over people and talk a lot like some people do, so maybe that is why I don't get along so very well. People think because I am quiet, that I am stuck up, but I really am not. It may be, too, that I really try my best to be respectable. I am not going to tell a lot of lousy stories, neither am I going to laugh at a lot of them. I think one ought to try to live at his best self and that is what I try to do, so I suppose that is why I don't rate.

I have been a member of the swimming team for quite a while. I am almost fourteen and not very well developed. I have no hairs above my penis. The fact is, I hate, like everything, to undress in front of other boys, because they kid me. All of the boys tell me that I ought to masturbate, they say that will make the hairs grow. On the other hand, my father has always told me that I ought never to masturbate. He says it will make one have weak children; that you will ultimately have a stroke or something like that, so what am I going to do? Is it really true that the hairs will not grow out unless you masturbate, or have women, or are these boys just kidding me--having a good time?

One evening, down in the dressing room, the boys caught me and started to rub my penis. It hurt at first, but some of them spit on it and it began to feel good. They continued to rub it until it felt so good that I came, as they said. I have, in the bath room, been doing the same things now until I come. But as yet, I cannot discover any signs of hairs growing. What can I do about it? I have thought of talking to my father, but if he knew what I have been doing, he would feel very badly. He has been a very good friend to me and I certainly do not want to go back on him, the least.

(2) Never feel at home with group.--This has been listed as a major problem by twenty-one of the 153 students. An analysis of the personal interviews which the investigator had with the students and the study of their papers indicates that seventy-three are not entirely happy in their relationships with their groups. Thirty-six of the 153 students have membership in no group or gang whatsoever.

(3) Group ideals versus the home.--After the individual papers had been handed in on this area the investigator asked each of the six classes this question: If you had to choose between the good will of your group and your parents what would your choice be? Of the 153 students ninety-nine said they would seek the loyalty of the group. In other words, they would violate what their parents wanted them to do, or rather refuse to do it, in order to stand in well with the members of their group. However, in the summary of their major problems, only twelve of the students listed this as a major problem.

(4) Always fooling.--Four of the people, apparently, have been greatly distressed in their participation in groups because of the tendency of some members "to fool all the time." The fact that this is reported as a major problem by four persons may make it a more serious issue than the casual observer might ordinarily think.

(5) No desire for membership in group.--Although twenty-one students listed as a problem their lack of "feeling at home" in a group, five made the statement that they did not care to belong to a group. Whether the discussion in the classes or in the psychology clubs made them aware that this was a problem or not, or whether they were simply rationalizing, the investigator cannot say. In these five papers the statement was made strongly that they do not desire membership in a group. This paper is typical:

Student 3-8 (female, age 17):

I do not really belong to a group. I am a member of a card club, but I never attend. I do not care for it. Of

course, I am not very good at cards and I feel quite certain I am not really wanted in the group. I stick closely to my girl friend. She satisfies me. We go every place together and do almost everything together. We are both satisfied to stick with each other. Neither of us care for certain members of our club, or to be out with them. I think a lot of some of them, but I like them better if I am not with them.

My girl friend and I know the same fellows and often double date, though not always. I have many friends in other cities, with whom I correspond, both girls and boys, and usually go in a group when I am visiting away from home, though I do not care to be in a group. I am happy only when I am with one person.

I love this friendship that I have with this girl and I suppose that is why I do not care to be in a group. I have gathered from our discussion that one ought to be a member of a group. Maybe this is a real problem of mine, but as for me, give me my girl friend and occasionally let me go with a boy and that's all I care about.

I have always been an only child and I feel this friend takes the place of a sister, except we have never quarreled. We don't always agree but when we don't, we drop the question. We feel this is the best way to remain dear friends. I hope our friendship lasts forever. I would rather have it than the friendship of a boy or husband.

(6) Membership in one group, but eager for place in another.--One of the students listed as his major problem the fact that he had membership in one group, but was not happy in it and desired a place in another.

D. Friendship with One Person

In the check list of problems and experience in connection with personal friends, it is interesting to discover the type of conflicts which are most common among these young people. Forty-two feel that most conflicts between personal friends are caused by jealousy and hurt feelings; forty feel that being friendly with one person causes jealousy with other friends; fifty-six feel that their only conflicts are "dumb little arguments" which do not last long; and sixty-two declared that they have no difficulty in getting along with their friends. The investigation showed again and again that these young people consider their friendship seriously.

Under the causes of conflicts between friends, ninety-two said the main cause is "just plain stubbornness"; fifty-eight felt that frankness gets them into most of their conflicts; sixty-four registered the idea that some people naturally think that they have a right to "their way--they have always been babied"; fifty-four felt that some "kids" try to be more than they really are; and ninety-six that the best way to deal with conflicts is to learn to think before one talks; and 104 registered the idea that

the best way to insure successful friendship is to know your friends and to act accordingly.

Under Part C, Marriage, in the original check list there are a number of interesting figures. Out of the 153 people, eighty-four felt that marriage is a wonderful thing if two persons really care for each other. Sixty-two checked the idea that "kids" get wild over each other; talk a lot about marriage; then they are soon going with others. Ninety-four checked this statement: "If you lose a fellow by saying 'no,' then he isn't worth having."

In the summary of problems made by the students, it was found that there were eleven clusters or groupings. These are discussed in order.

(1) Fear of pregnancy.--Sixteen boys and twenty-two girls expressed a desire for information about birth control. This does not mean that all of them were actually having sexual intercourse. They did not all say so in their papers. It meant that they are eager to have information about birth control. Seven of the boys and fourteen of the girls said they were having relations and feared pregnancy.

Student 4-4 (male, age 16):

I have been going with one girl for a good while. We are very eager to find out what kind of birth control methods are really certain. We feel that there is no reason why we should not have sexual intercourse. Of course, if there would be a baby, it would make it very difficult for both of us. Before you leave the school, we hope that you will give us some help along this line. If you don't care to give it to the whole class, my girl friend and I would like to have an interview with you about it.

Student 6-25 (female, age 17):

There are three of us girls who go together a good deal and run with the same boys. It is, of course, known that we have sexual intercourse with our boy friends. Some nights I have one boy and some nights another. The other two girls have discovered some method of birth control and they think it is very sure. I am ashamed to let them know that I am so ignorant. I wonder if you couldn't write me a note and put it into my home room box, telling me what methods of birth control I could use, so that I will not get into trouble. I will be very grateful and I promise not to let any one know that you have given me this information. I understand it is against the law for any one to give a person information about birth control. I know that you will be glad to help me out because I am a sensible girl.

(2) Conflicts.--Thirty-six of the 153 students listed this as one of the major problems they are facing in getting along with other persons. That is, one of their difficulties in getting

along with others is conflicts which they are experiencing with their individual friends. Some of these conflicts were identified by them as temperament and difficulties of disposition. Others have to do with the jealousy of other persons or of themselves. Still others have to do with difficulties between boys and girls, where one or the other is not taking his accustomed role.

(3) Boy and girl friends.--While many of the problems in this section have to do with boy and girl friends, twenty-eight papers from as many students were put together at this point, because the problem had to do with having boy and girl friends, with getting along with them, in the choice of activities with an interest in the developing of a friendship and with questions that had to do with courtship, engagement, and marriage. The most common problem in this case has to do with the whole matter of making the most of the friendship. Two students' reports are typical of the twenty-eight. One is by a boy and the other by a girl.

Student 1-7 (male, age 13):

I am a freshman boy and have been going with a girl ever since the middle of the sixth grade. She is one of the most wonderful girls I have ever had. I don't know of any girl who is so much like my own mother. She comes to my home and I go to hers. We play tennis together, write together, read together, and study together. We have a lovely friendship. The only concern I have is when we ought to be married. Both of us would like to go on to college, but we would like to be married. We try to keep our friendship on a high level and to do only those things which would help to make our married life successful. Many people think we are very idealistic--maybe we are, but we, at least, are happy. When do you think we ought to become married? Is it wise for young people to marry before they get through college?

Student 4-6 (female, age 15):

I have been going with a boy ever since the middle of last year. He was a prominent athlete last year and this year. He is in one of the classes you are conducting. You undoubtedly know him, by name. He thinks a lot of the work you are doing. He is the most ideal boy I have ever known. Before I started going with him, I had a number of boys who tried to do all kinds of things that were not nice. Most boys the first night they are with you try to pet you and get away with everything they can. This boy has not tried to do anything wrong. I have complete respect for him.

We have a real problem. We discovered that we are second cousins. My people say that we cannot go ahead and be married because our children might be insane. Please tell us, first of all, what you think about it and, in the second place, is there a law in Illinois which makes it impossible for second cousins to marry?

Also, I would like to know what you think a boy and a girl ought to do on a date. What are some of the things that really belong to a date that might be considered quite ideal?

(4) Friends of my friends.--Twenty-six students registered this as a major problem; twenty-five, for some reason or other, are girls; one is a boy. The thing that was disturbing the boy is that the girl he likes best has some other boy friends and because she would not go steady with him, giving him all her affection and attention, it is a source of great difficulty. He declared his intention to win her. In the cases of the twenty-five girls one source of difficulty is that their boy friends are interested in other girls. Another source of difficulty has to do with friends whom their girl friends happened to have.

(5) How make and keep friends.--To twenty-four students this was a major problem. Although the records, both in the papers that were handed in and the interviews the investigator had with the students, indicated that fifty-two students felt they did not have any permanent friends, yet only twenty-four listed this as their major problem. A number were not concerned about the fact that they were happy with the friendships of their mothers and fathers. These twenty-four, however, looked upon their plight as something very serious in their lives.

(6) Ideals and standards.--There were ten students who looked upon ideals or standards as the source of one of their major problems. In the case of all ten students, there is a problem because the parents object to their friends on the basis of ideals and standards.

Student 6-31 (female, age 17):

I am a close friend to a boy. We have been friends for a good while. Now my parents think I am interested in marrying him and they are objecting on the basis that he does not go to the temple, that his father is not a very respectable man and that this boy himself drinks and does a lot of other things that are not right. They feel that he would not make a good husband and that he does not have a good influence on me. My parents told me, just recently, that I would either have to make a decision between my boy friend or leave home. I certainly would not know where to turn if I were to leave home. I think I will continue going with him and keep it a secret from them.

(7) Being a hypocrite to keep friends.--Student 6-7 (male, age 18):

I am not going to be a liar and four-flusher to be popular. I would rather not have friends. You can't be honest and have friends, I know. You just look at the most popular people here in the high school and you will discover that they are hypocrites. They know how to "sling the dog" and to make impressions which go over but which are not pictures of their true selves. Nobody is real around here.

You go out with a crowd and listen to the talk. Boys blow about what they have. They say a lot of nice things they know they do not mean.

(8) Lack of money hinders.--While many of the students spoke of the handicaps lack of money provided, only three listed this as a major problem. These three felt that the lack of money resulted in the lack of clothing and that a lack of automobiles is a real hindrance to them in getting along with their particular friends.

(9) Parents of my friends.--Two named this as one of their major problems. In one case the parents of a girl's boy friend objected to him. In the other the parents of a boy objected firmly to his going with another boy.

In the interviews the investigator had with parents, one of the most common problems raised by the parents had to do with their satisfaction with the personal friends of their boy or their girl. In forty-one of the families, the parents were troubled concerning the personal friends of their boy or girl. In some cases they simply wait, hoping the boy or girl will prove desirable. In nineteen cases the parents had offered such strong objection that their son or daughter broke up with the personal friends in question. In eighteen of the families some were going with other boys who cause their parents some concern. In nine families parents were dissatisfied with the girl friends of their daughters. In many of these there is apparently a conflict between the parent and the student over the question of friends.

(10) Feel too old for friend.--Two students, a girl and a boy, reported that they are not successful in having friends of their own sex and the opposite sex of their own age, or older. They seem to get along better with people who are two, three, or four years younger. The girl, a senior, is going with a boy who is a freshman in the school. She is eighteen; he is thirteen.

(11) Difference in religion.--While a number of students are bothered by the fact that a number of their friends are of another religion, or that they are interested in young people of other religions, only one listed this as a major problem in the area of getting along with a person. It was a case of a Protestant boy who is interested in a Roman Catholic girl.

E. Other Religions

Eleven of the 153 students expressed dissatisfaction with the religion of their parents. To them a major problem is to

discover a more satisfactory religious philosophy. The parents of these eleven students held strictly to their religion. These eleven people found no satisfaction in the religion of their parents. They did not want to give up religion altogether; therefore they listed as their major problem the whole question of what religion they might find that would be satisfying.

F. Other Races

In line with a decision of the combined steering committee, little attention was given to the conflict of races in the six classes. However, in papers that came in, especially papers on the school, a number of references were made to racial attitudes. Whites hesitated to go into the swimming pool with Negroes. Gentiles had some feelings against Jews, and Jews against Gentiles. When it came to the task of preparing summaries of their major problems, eleven of the students listed racial feeling as one of their major problems. In ten cases there was antagonism, in one there was a distinct criticism of the girl's own race.

In the interviews the investigator had with parents, there was no case in which Jewish parents manifested any prejudice or offered any criticism of the conduct or action of Gentile boys and girls. It was not infrequent, however, that Gentile parents complained about the fact that there were so many Jewish boys and girls in the high school.⁷ Perhaps the silence of the Jewish parents was occasioned by the fact that the investigator is a Gentile.

G. Vocations and Places of Employment

In the check list on vocations and problems in getting along with others in "places of employment," it was recognized by the investigator and the combined steering committee that a great deal of this material did not logically belong in this study of the problems young people are facing in getting along with other people. However, the steering committee and the classes were eager to do this work. The investigator consented, as a means of providing further motivation for the work which remained to be done in the whole course. Of the 153 students only thirty-seven have part time employment. In the summarization of their problems six have difficulties with the choice of a vocation; four have problems in connection with their relationships with employees;

⁷ Parents in eighteen Gentile homes spoke of the problems their children were facing in school because of Jews.

one in her relationship with her employer; and twelve manifested puzzlement and bafflement over the future. In the analysis, however, of the interviews the investigator had with these students, it was found that forty-seven students are entirely undecided about what they might do as a life work. One of the most common things they said was this: "I don't care so much what vocation I follow, as how I can get a job. That is what concerns me most."

(1) Choice of vocation.--Six students listed as their major problem the making of a vocational choice; four boys and two girls.

(2) Relation with employees.--Four students listed this as one of their major problems. Two are having difficulty with other employees who are on the same level with them. One, a girl, is having difficulty with another employee, male, who is trying to force his attention upon her. A fourth feels that she is compelled to do more work and get less pay than any of the other employees. This causes feeling between her and them.

(3) Relation with employer.--While eleven girls mentioned this in their interviews with the investigator, only one recorded it as a major problem.

(4) Puzzled over the future.--Of the twelve students who reported this as a major problem, eleven are boys who were active in the various steering committees and participated creatively in the entire investigation. These eleven boys talked with the investigator a number of times. They know something about the present social situation--that may be why they are especially puzzled over the future. The twelfth boy was not active in the management of the investigation.

The report of the twelfth boy, as he described his problem, is given; also a quotation from one of the eleven students is cited.

Student 3-5 (male, age 17):

My father has been out of work for a long time. We have been on relief. I don't know when I got a suit of clothes that was purchased by money that my father earned. I have been getting suits that someone else wore before me.

Every time I go out, I am afraid I will meet some boy who once owned and wore the suit I am wearing. When anyone is on relief, like we are, and knows how the world is going, he can not help but be puzzled over the future. I have little hope in ever being able to do anything worth while.

Student 4-12 (male, age 15):

I know a lot of boys who are making great plans for their vocational future. I wish I could be more sure of mine. There are many things I would like to do. I have, however, real doubt about the future. I do not believe that our present

economic order, as our pastor often points out, will ever get us out of the depression. It is past redemption. I have a feeling, as my pastor does, that insurance will finally be worthless and that we either will go into Fascism or Communism. If we do not go into one of those we are certain to have war.

The more I think of it, the more I am "blue" about the whole future. I wish I knew what I, and other young people, could do. Every time I think I have decided on some life work, I get discouraged and wonder if that is the field in which I ought to go. I know a lot of young people who feel the same way. About all they ever hope for is to be lucky enough to get a job. Can anyone really hope for something better than that?

Description of Problems That Cut across All Areas

The investigator, working with the two people who helped him discover the clusters or groupings to which the different problems might normally belong, found that there were a number of groupings which were outside the areas of the family, the school, the intimate group, friendship with one person, other religions, other races, and vocations. Under these clusters and groupings was a large grouping which he and these two leaders termed "mental health." Another grouping or cluster of problems they called "social usages and techniques," a third "leisure time," a fourth "getting along with older and younger people," a fifth "right and wrong," a sixth "physical handicaps," and a seventh "miscellaneous."

This tabulation of problems was first made up of the problems growing out of the effort of the students to summarize the problems they felt they were having in getting along with other people. As was pointed out in the beginning of this chapter, when the investigator took all the papers that were handed in by all the students and classified them under family, the school, the intimate group, friendship with one person, social usages and techniques, other religions, other races, vocation, leisure time, right and wrong, physical handicaps, and miscellaneous, he found that it was necessary to make some additional groupings. These have been already indicated in the introductory part to this chapter. This would indicate a high degree of accuracy in the effort of the students to summarize their own problems. All the papers, excepting those few indicated, could be placed with the different groupings which grew out of the throwing of the problems which the students themselves reported in their effort to summarize their own difficulties in getting along with other people.

The reader will note that in that tabulation of problems some of the categories are areas and some are what has already been termed: "the problem-clusters that cut across all areas."

A. Mental Health

There were 186 major problems recorded by the students in their effort to summarize their difficulties in getting along with others, classified under the different sub-headings of this category of mental health. The additional item, ideas of persecution, to which naturally clustered thirteen of the papers handed in by the students throughout the investigation, for some reason or other did not get into the summary of problems made by the students. This makes a total of 199 problems in the grouping of mental health. The students, of course, did not term their difficulty "ideas of persecution"; this name was given by the investigator. When this item is elaborated, a sufficient number of papers from the students will be reported to indicate the student's interpretation of these difficulties.

(1) Self-conscious.--There were thirty-eight of the students who listed this as one of their major problems. Since this grouping bears a distinct relationship to the first grouping of problems under the school, the investigator checked all the students who listed this as a major problem. He also checked all the students who listed the problem of not feeling at ease in the classroom. He discovered that all twenty-seven who listed as a difficulty their lack of feeling at ease in the classroom, also listed as a major problem how to get over being self-conscious when with other people. Another item of interest is that thirty-two of the persons who listed this as a major problem in their summary referred to it in all the papers they handed in during the investigation. For example, student 1-4 reported in her paper on "difficulties with the family" the problem of self-consciousness when entertaining people and when being entertained. She also mentioned it in connection with her paper on her difficulties in getting along with other students; she mentioned it in connection with her paper dealing with problems she is having with members of her intimate group and in her paper dealing with problems she is having in getting along with other people in her church or temple; she mentioned the fact that she hates to walk into the church because so many people look at her.

Of the thirty-eight who reported this as a major problem,

nine were freshmen, eighteen were sophomores, eight were juniors, and three were seniors. Two reports are given here.

Student 6-19 (female, age 18):

[Summary statement of this problem]

One of my main problems is self-consciousness. No matter whether visitors are in our family or I am walking with my boy friend, or reciting in class, or out with a group, I am always so self-conscious that it is hard for me to be myself. The only time that I really feel free is when I am alone, or with my sister, or alone with my boy friend and also with my sister and her boy friend. What can I do to get over this feeling?

I am really surprised that I feel at home with my boy friend, because I never had dates until just about three weeks ago. The boy, of course, is not very outstanding and I suppose I feel superior to him. You will recall, when I handed in my paper on the schools, that I said that I felt that my girl friends in the sorority laughed at me because I did not date. Now I am dating but I suppose they are laughing at my boy friend.

[Report from paper on the family]

I am so self-conscious when we have company or when we go out to be entertained that I cannot enjoy myself. Even my relatives make me so self-conscious. I think one reason is because they are always talking about me because I do not date. Some of them even have the nerve to express appreciation for me.

The other night we entertained our pastor and his wife and their son. I was almost tempted to play off sick, in order to get out of being at the table with them. To make it worse the pastor asked me who the lucky boy friend was. Well, I am so sensitive about it any way that I must have blushed three or four different colors. To make it worse, my mother said, "she does not care for boys." My mother knew that it was not true, but I think she was just trying to make it easy for me.

[Paper on the church]

It is very hard for me to get up and recite in the young people's society and to sing in the choir. I am so tall, in fact, taller than any other girl or woman in the choir, I feel that everybody is looking at me. Mother bought me shoes with very low heels so that I would not seem so tall but even so I am very tall.

Student 3-5 (male, age 17):⁸

I really felt ashamed when I went through all of the papers I handed in to you. You know and I know, now, since we have had our good talk, that I did not write down the truth. In my paper that had to do with getting along with other members of the family, I told the truth. I am close to my mother

⁸This student in all the papers he handed in did not tell his real feeling. Before he prepared a summary of his own problems the investigator had a series of interviews with him, when he finally admitted his real feeling. A summary of his own problems gives the picture. This is one of the two students whose earlier papers were invalidated by later disclosures.

and father and brother and sisters--we get along fine. As far as I can see, I have no real problems there, unless it is as you said, I spend too much time with my parents and do not get out with other people. I suppose this is a real problem and I must face it. I do not know how I could state it, however.

In my papers on the school I told you I did not like any of my teachers and that I did not like any of the students. I told you that I enjoyed the great philosophers and that I liked to read what they said.

In my paper on the intimate group, I told you I did not go in a group, that I did not enjoy it. In my paper that had to do with problems that I had in getting along with other people, I told you that I did not have any friends, did not want them.

You know, as well as I, that it was not true. I know you will never tell anyone that I now realize that you have helped me see that this difficulty I have in my state is not nearly as bad as I thought it was. Ever since my mother told me that I was not to smile or my friends would call me "Crooked Mouth" I guess I have given the impression that I was not friendly, that I was sarcastic and that I was mean. I really did think that if I did smile and they saw my face pulled crooked that they would laugh at me. I believe now that what you said about paying no attention to it is the thing to do. If I can win their friendship and do things that are worth while, I guess they won't notice my face so much. I am sorry I did not tell the truth about this in the beginning, but I have kept it a secret so long that I didn't know whether you would care to talk about it or not. I am glad you kept asking me until I really did tell you the truth.

(2) Inferiority feeling.--All thirty-one students who listed this in their summary as a major problem used the term "inferiority feeling." Nineteen of these thirty-one students also, in addition, listed self-consciousness as one of their major problems. The parents of six of the thirty-one are divorced. All but three of the thirty-one reported difficulties in getting along, especially with their parents. Two of these three are girls and have a very close attachment to both their father and mother. The other is a boy who has a very close attachment, apparently, to his mother.

It is recognized, of course, that many of the items under this category would be termed "problems of inferiority" by the psychologist. This special grouping on an inferiority feeling was agreed upon because the students themselves recognize their feeling as inferiority feeling and used that term in the description.

Two statements from as many students are provided here.

Student 5-2 (male, age 16):

[From the summary statement of his problems]

I feel inferior to a lot of other people. Even when I had my interview with you, friendly as you were to me, I felt very self-conscious and very inferior. When I go out with the

girls and I do every now and then, I have an inferior feeling. When I take a girl to a party or to some group I just do not feel up to the other boys. I think my biggest problem is one of inferiority.

[From his interview with the investigator]

How can you get other people to like you? I think that is about the only problem I have.

Student 1-15 (female, age 15):

[Student's summary of her problems]

I am a child of Greek parents. Maybe it's because I am a Greek that I feel inferior. I believe I feel like a lot of other students around here and some of the Negroes. I feel that I am a marked person. My father tells me it is not that I am a Greek by birth. He says the important thing is how I feel about it. I think one of my major problems is how to get over a feeling of being inferior.

In the interview which this girl had with the investigator he spoke a great deal of how she could get over feeling inadequate. She said that when she has a boy friend he goes with her "as far as the door." When he sees where she lives, he loses interest. She always feels inferior when her parents come to any of the school functions or when students see them and hear how brokenly they speak.

(3) Contrariness.--All fifteen who listed this as a major problem are members of sororities or fraternities. All, except one, live in well-to-do homes. Seven have held office in their respective classes during the period of the investigation. Eleven of them are girls and four, boys. There were seven who recorded it as a problem of which they themselves are aware. The remainder recorded it as a problem which others felt they should solve.

In connection with eight of the students, parents spoke of this trait. One report is included:

Student 4-1 (female, age 15):

[From the student's summary statement]

I seem to get a lot of fun out of just being contrary. I guess I like to be coaxed. They say that it is true of every girl. My mother has always told me to have a mind of my own, but this gives other people the impression that I am contrary.

When I don't do just what my parents want, they call me contrary, so if you are going to be yourself and live your own life, I guess you are simply excused for being called contrary. I don't know whether this is a problem or not, but it seems to be one of my difficulties.

[From the student's paper on personal friends]

Both my girl and my boy friend are constantly reminding me that I am the most contrary person that they have ever seen.

Can a person have a mind of her own? Can she think for herself? Can she do the things she pleases? Must you always give up your own ideas to get along with other people, to have them like you? Is one contrary just because she likes to do what she wants to do? These are some of the problems I have when it comes to getting along with personal friends.

I have a girl friend who is very nice but unless I do just what she says, she calls me "contrary." My boy friend likes to go to wrestling matches and boxing matches and of course when we are alone he likes to have his own way. When I suggest something opposite to what he wants, he always "hollers": "old contrary." It is about getting me down. What would you do about it?

(4) Sophistication.--Of the fourteen students who listed this as their major problem, or as a problem which fell under this heading, two are boys and twelve girls. None of these fourteen belongs to a fraternity or a sorority in the high school. Thirteen want to know how to get along with people who are sophisticated, and recorded that they feel hurt by these people. There was one of them who said that he is sophisticated and believes that is the only way to "get by."

Student 6-22 (male, age 19)⁹

[Student's summary of his problems]

Now that you know my real feelings, since we had that interview, and if I thought you would give me away, I think I would murder you, I can tell you what my real problems are. If you were in my place, would you go to my father and ask him if he really thought I was a Negro? Would you ask my mother--she is very good to me and I certainly would not want to hurt her, she has always been good to me. I don't believe she would have relationships with another man, yet I do not look like my father or my mother, I do not look like my brother or sister. Both of my parents are very good looking.

Now, my big problem is, how can I win the respect of the students? I have been domineering, I know, as I have seemed sophisticated and have gone around acting as if I owned the whole school. I don't know why I did it, but I did. How can I live that down? How can I get the students to feel that I really would like to have their friendships? I know they think I am sophisticated, that they think I am hard-boiled, that they think I want to run everything. How can I begin now to change their mind so that they will like me?

In this student's report on his family situation, he said that he is very close to his mother. He reported, however, that

⁹This student is the second of the two whose papers proved to be an untrue portrayal of their actual feeling. In the earlier part of the report it will be recalled that it was pointed out that there were two students whose papers proved to be untrue. Later revelations of these two students, in personal conferences the investigator had with them, gave information that was not in harmony with the papers they handed in. Student 3-5 was one of these. This student is the second.

there is a strong feeling of conflict between him and his father. In his report of the school, he said that he does not enjoy the other students. He said that he does try to make an outstanding "mark" as a student in his studies and that he tries to see how many offices he can get. In his paper on the church and temple, he reported that he never attends. In his paper on friendship with one person, he reported that he has one boy friend with whom he spends most of his time outside of his home.

This boy is very domineering. The students do not like him because he tries to dominate and run everything. The investigator noticed that as soon as class was over he was always the first one to leave. The investigator also noticed that this boy habitually keeps his hand before his mouth and continues to pick his lips. In the interview the investigator had with the boy the latter finally revealed his real difficulty. The investigator asked him why he constantly keeps his hand before his lips. He is a Jewish boy, with curly hair, very dark complexion, and very large lips. Finally, the investigator asked him: "Are you afraid that others might think you are a Negro?" At first he seemed startled. Then after a moment of hesitation he told this story: "Yes, I am fearful all the time that other people think I am a Negro. My father used to call me 'nigger' when I was a little boy. In fact, I heard him accuse my mother of having sexual relations with a Negro lawyer. For all I know, maybe I have Negro blood in me."

In the student's summary of his own problems, the investigator believes, is the true picture of his feeling.

(5) Jealous of others.--Of the fourteen who listed this as a major problem nine are boys and five are girls. In all cases, they stated this as a problem of which they are conscious. In two cases, in addition to recognizing it to be a problem of theirs, the students reported that they have been informed by their friends that they are jealous. Of the fourteen, thirteen belong to fraternities and sororities. Only one lives in a home where the father is out of work. Thirteen live in homes where there is at least one automobile.

(6) Impatience with others.--Of the thirteen listing this as a major problem, all reported that they have been told by others that they are impatient. In no case was there evidence that they, themselves, recognize this quality in their lives. In the papers which were handed in on schools, eight indicated that they have

been told by their teachers that they do not have patience enough to do good work and that they are too impatient with other people. Nine reported that the members of their families criticize them for being impatient with younger brothers or sisters, or with older brothers or sisters, or with their parents. One said that in connection with her work in the temple, she has been asked to resign as president of the young people's group because she is too impatient with the work of the members of her staff. In the papers on problems with one friend, six are constantly being told by their friends that they are too impatient.

Student 6-2 (female, age 18):

Report of interview with parents: In the interview with the mother of this student she talked at length about the impatience of this girl with her two younger sisters. One of these younger sisters is three years old. This impatience on the part of the girl results in clashes between her and her younger sister. When these clashes occur her father gets very abusive and sometimes punishes her severely.

[Student's summary]

My mother is all the time telling me that I am too impatient with my younger sisters. Maybe I am, but mother is always going away, making me responsible for them. I am not allowed to punish them and they simply won't listen to me. They won't do the things I tell them. If I rave around about it, then my father gets sore and then there is a lot of trouble. Recently, in the sorority one of the girls told me that I was the most impatient person she knew. Is this nervousness, or is it because I want to have my own way, or what is it?

(7) Uncontrollable temper.--In the interviews the investigator had with the fourteen students who listed this as a major problem, it was mentioned by each one. In the interview he had with the parents of these students, nine of them spoke of this problem. One report from a student is typical.

Student 2-30 (male, age 14):

[From the summary statement by the student]

When I can't have my own way at home, or even when I'm with my girl, or in the group, my temper just gets away with me and then I am ashamed. Not long ago I was defeated for an office of the class and I got very angry because I had the idea that the ballot committee had deliberately counted wrong. Then when I got home and I thought about it, I got very much ashamed. My mother tells me that I've always been like that. When they would not give me what I wanted, I carried on like wild and I usually got my way. Now when I have gotten older I see that I simply cannot get what I want by losing my head, that I really lose out. What I want to know is, how can I learn to control my temper?

[Record of the interview]

I wish you could help me in controlling my temper. In basketball, in other games, at home, or in class, when things do not go like I want them, before I know it I fly off the handle. How can I learn to control my temper?

[From his paper on the family]

I don't know what is wrong but I am constantly losing my head in the family. I have the habit of throwing things when I get very much provoked. My father has never done it, but he has often promised to beat up on me for this. I am fourteen years old and ought to have sense enough to control my temper. This is the only problem I have in getting along with other members of the family. They all are very good to me--I sometimes think too good. Maybe this is why I am like I am.

[From his paper on personal friends]

I have gone with the same girl nearly two years--began when I was twelve. Every now and then we break up because I lose my head. I, not only, have an uncontrollable temper, but I am very jealous. She does something I do not like and then I get so mad I could hit her with a club. She says she would be afraid to marry me for fear our children would be like that or worse. I want to learn how to control my temper. I wish we would have this discussed in the psychology club one of these days.

(8) Tendencies to bluff and exaggerate.--Of the ten who listed this as a major problem three are girls and seven are boys. In the case of all ten students, in the interviews which the investigator had with the parents this was mentioned as one of the problems. In the cases of all the boys the parents spoke of the tendency to exaggerate.

In connection with the ten students there is evidence that each student recognizes this tendency in him or herself. This recognition must have come about, judging from the papers, through actual statements from other persons. One boy, for example, said that his friends are "always calling his bluff." Another pointed out that his enthusiasm "has the habit of running away with him" so that before he realizes it he exaggerates. One girl said that she had come to the conclusion that bluff is necessary in order "to get anywhere." Four of the students apparently seek to justify their own practices by pointing out that their best friends resort to bluff and exaggeration.

(9) Feel critical of others.--Of the eight persons listing this as one of their major problems, seven are girls and one is a boy. In all cases they reported that others had told them that they are too critical, that they are always finding fault and pointing out things they do not like. This was described as a

problem by them.

(10) Moody.--Of the eight listing this as a major problem none belongs to a fraternity or sorority; seven reported that they have never been elected to any office, and that they have never dated. Two are from homes on relief. Six are girls and two boys.

In the interviews with the parents, the reports of seven students were corroborated. In the case of the eighth, both mother and father reported that the boy is quiet and will not talk. They did not define his attitude as one of moodiness, though their description classed it as such. One detailed report of a girl follows:

Student 5-1 (female, age 16): This girl is a Jew. In the interview the writer had with her, she spoke a great deal of not being strong, and about not being able to do things "without getting tired." Her mother and father both reported on her health differently. Her menstruation has been irregular and painful from the beginning.

In school her grades have been low, her attendance irregular. She belongs to no sorority and held no office during the period the investigator was carrying on this investigation.

In all the papers she handed in she wrote, perhaps, less than any of the other students. All her papers are very brief, and often pointless. In three of the papers, she made this statement: "I have no problem; I am not interested in reporting anything." In her paper on the family she made this statement: "My parents don't like me. I know they did not want me to be born. I am unhappy. I stay in my room most of the time." In her paper on the school she said this: "I do not like school, but I come in order to get away from home. I have no problems that I want to write down." In her paper on the intimate group she said this: "I never go with a group, except when I am at church, then I'm quiet. I'm not interested in going to church or being with other people, I would rather be alone."

In her interviews with the investigator (he had two with her), she made these statements: "I don't like my father and mother because I know they don't like me. I know they did not want me to come. My father goes out with another woman and I know that my mother goes out, too. I saw my mother do something with our dog that nauseates me and makes me sick. I can't bear to get near her ever since."

"I feel 'blue,' if I had the nerve I would commit suicide."

"I know I am unattractive. I heard my mother tell a neighbor once that I would always be around for no man would want to marry me because I am petulant. If you lived with a mother like that, would you like her and be happy?"

[From the summary of her own problem]

If I had any problem at all, it is because I am moody. My parents are always telling me that I am moody. An aunt of mine is always telling me that, so I guess that must be my problem.

(11) Sensitive.--Seven students listed this as one of their major problems. In referring to the record of the interviews the investigator had with these seven students, six of them could be classed as being very timid. One was very talkative but said that he is very sensitive. He likes to tease and nag other people and "to have fun at their expense." He admitted that he is unable to be a "good sport" when others turned "the trick," as he called it, on him.

(12) Resorts to sarcasm.--Of the four persons who reported this as a major problem, three had been told by their friends that they used sarcasm and wanted to overcome it, and one recognized that he used sarcasm and gave the reason for it.

Student 3-1 (female, age 17):

[From the student's summary statement]

My parents and my friends are constantly telling me that I use sarcasm. I don't know how to express myself in any other way. How can I keep from giving people this impression?

[Description of the problem by the student, in an interview with the investigator]

I seem to have the reputation for being sarcastic. I am the oldest child in our family; there are two younger sisters, both of whom are in high school, and a brother who is not yet in high school. I have always thought my parents are more enthusiastic about my two sisters than they are about me. My sisters both have dates regularly and I never do. Maybe I just feel "burned up" and that's why I resort to sarcasm. My younger sister is very funny and humorous. My mother is always telling me that my sarcasm is an effort to be funny, but that it isn't funny.

[From paper on the family]

All of the members of my family feel that I am sarcastic, grouchy and irritable. They talk so much about my sarcasm that I think it makes me sarcastic. Is it true that a person may have something in her personality that sort of grates everybody she meets? If that is true, what are you going to do about it?

(13) Miscellaneous.--Statements of the four students which

were put into this group were very brief. Since they were so general in nature they were classified under "Miscellaneous." These papers are given.

Student 3-19 (female, age 17):

One of my problems is to worry about everything and never to be satisfied.

Student 2-23 (male, age 14):

I dream at night and then feel "blue" the next day and I have gotten to the place where I hate to go to bed.

Student 5-16 (male, age 16):

You may smile when you read this question, but one of the biggest problems I have is to know what a girl's sexual organs are like. It almost haunts me to know.

Student 2-20 (male, age 13):

I am a sophomore in high school but still bite my nails. People laugh at me and my mother finds fault. I bite my nails clear back to the skin. My hands look terrible. Some boys say that the reason I bite my nails is because I must be masturbating. Is that really a sign? I even bite my nails in my sleep.

(14) Feeling of independence.--One of the two students reporting this as a major problem is a girl, who mentioned it in connection with her family, her relationship with two of her teachers, her sorority, and her friendship with her boy friend. In the interview which the investigator had with her parents, both parents spoke of this problem. They said she has been independent from the time she was a little baby. She always refuses to do what she is asked to do. In her interview with the investigator she seemed to take pleasure in the fact that people considered her independent. She is student 2-31 (female, age 12).

The other student is a boy who mentioned the problem in his paper describing his difficulties in getting along with other groups, and in the summary of his problems. He mentioned it also in the personal interview he had with the investigator. In connection with the interview he raised this because he said his girl friend is constantly calling him "proud." This is student 6-6. In the summary of his problems he said:

The fellows in my crowd say that I am independent and stuck up. My girl friend, whom I admire very much, says that I am proud. I feel that what they call independence is simply a feeling of self-confidence on my part. How can I change so that people will not feel that I am independent?

(15) Gossip.--Both students who listed this as a major problem stated their difficulties in terms of the habit of their friends to be gossiping about them much of the time. One student,

a girl, wanted to know how she could get her friends to the point where they would not believe the lies others tell about her. A boy stated that some people are always running to his mother with a lot of stuff about him and that this gets him into difficulty. He wanted to know what he can do about it.

(16) Ideas of persecution.--As was pointed out in the beginning of this section, when the investigator faced the task of classifying papers which the students handed in he found thirteen papers that obviously clustered about "ideas of persecution." No student in the summary of his problems listed this as a major problem. In checking the papers of these thirteen students with the record of the investigator's interview with those students, the investigator felt that this additional grouping needed to be placed under "mental health."

All thirteen students, in their papers on the school, expressed the belief that they are not getting "a fair deal" from their teachers. Ten of the thirteen, in their papers dealing with the intimate group, expressed the idea that certain individuals either in the group to which they belong or in groups to which they do not belong are working against them, talking about them, doing them injury. All thirteen, in the papers on the family, expressed the idea that at least one of their parents is not "fair" to them, or is not giving them what "is due them." A typical student's report follows:

Student 4-5 (female, age 15):

[From the record of the interview of
the student with the investigator]

My parents are a lot nicer to my younger sister. She can get anything she wants. They seem to take delight in making me feel badly, in working against me, keeping me from enjoying things.

[From her paper on the school]

I have only one teacher here who is fair to me. Teachers never give me the right kind of grades. They never call on me in the class like they do other pupils. I think one reason is that my father is on the Board of Directors.

[From her paper on the church and temple]

Last summer, when time came to send people to camp, our pastor and the other leaders of the church selected people who had not worked nearly as hard as I, nor attended nearly as faithfully. No matter how hard I work I don't get a fair deal. They seem to just unite to keep me from having what is due me.

(17) Laziness and indifference.--Both students who listed

this as a major problem recorded it as a judgment of their own. That is, they themselves feel that they are lazy and indifferent and consequently are not able to get much done. It is true that in both cases the parents of these students corroborate the students' judgment. In both cases the parents said the students do not share in the housework and show an indifferent attitude toward life in general. Both students, in their papers dealing with the home, spoke at length about the tendency of both mother and father to "nag them." In one case the student reported that the mother is constantly comparing him with an older brother.

B. Social Usages and Techniques

There were sixty-six major problems recorded by the students in their effort to summarize their problems in getting along with other people which, obviously, cut across all the areas. The investigator and his two assistants agreed to term this grouping "Social Usages and Techniques."

They found that there are six sub-groupings of problems. These are: the best social usages; how to deal with indifferent people; can't get along with others at all; seem to say things that irritate; conversation difficulties; how be attractive.

Social usages is the term used here for social etiquette.

(1) The best social usages.--Eighteen students listed this as a major problem. They wanted to know how to introduce people. Of the eighteen, thirteen were boys. The boys desired to know how to introduce a girl friend or a boy friend to parents. The girls were eager to know how to introduce their boy friend, and also their girl friends, to their parents.

All the boys wanted to know how to act when being entertained. Four of the girls wanted to know proper etiquette in entertaining. Two of the boys wanted to know proper etiquette in hotels and restaurants.

(2) Conversation difficulties.--Of the fifteen who listed this as a problem, nine are girls and six are boys. In the papers these people handed in regarding the problems they are having in the intimate groups all of them reported that when they are out with a group they do not know what to say. All the girls and four of the boys reported that when they have dates they cannot think of things to say. In the papers they handed in on the school all the girls and five of the boys reported that they cannot participate in class discussion. They reported that in order to make a

class contribution they have to be called upon. They reported that even then they have difficulty in expressing themselves.

(3) How be attractive.--Ten of the eleven who listed this as a major problem are girls; one is a boy. None of these, according to the papers handed in and the information provided in the interviews, ever dates regularly. Only two of the girls have dated at all. Only one of the girls belongs to a sorority. The others belong to no groups in the school.

Student 5-6 (female, age 17):

[From the student's summary of her problems]

I am a junior in the school. I see people being elected to offices all the time. I see girls having a lot of dates and being invited into sororities, but for some reason or other I seem to go entirely unnoticed. How can I become attractive so that I can get any attention of people and be elected to office and have dates?

My mother is always urging me on. She says that I am not aggressive enough. She says it is not a matter of being attractive, but I know it is. How can I be attractive?

(4) Can't get along with others at all.--In the summary of the problems there were nine people who said they cannot get along with others at all, who wanted to know what can be done about it. In checking the papers of these nine students this same problem appeared in all the areas. None of these nine students belongs to any group in the school. One holds an insignificant position on the school paper. In the interviews the investigator had with these students all nine mentioned this as their difficulty.

In the interviews with the parents of these nine students it was mentioned three times. The parents pointed out, in connection with these three students, that they are not able to get along with brothers and sisters. Of the nine, five are the only children in their respective families.

(5) Seem to say things that irritate.--The seven students who listed this as a major problem are active in the life of the school. One was secretary of the combined steering committees; two were presidents of their respective classes; two were "honor students"; six belonged to fraternities and sororities. Here are two students' reports:

Student 6-3 (male, age 18):

[From the student's summary]

I have enjoyed a place of real leadership in the high school ever since I have been here. I am now a senior. I will not take time here to enumerate all the positions of leadership I have had. But, for some reason or other I have

made a lot of enemies. I see different people who irritate me. I don't know whether it's because I am too enthusiastic about my work, whether I throw my heart into it, or whether it's jealousy. Maybe it's jealousy, though I don't see what they'd be jealous of. How can I overcome this tendency to irritate other people?

[From student's paper on the family]

I am the only child in our family and get along very well with my father and mother and with all of the relatives. I am a very happy person. They say an only child is spoiled and maybe that's the trouble with me. My parents have always given me a lot of liberty and given me responsibility and let me do almost everything I wanted to do. I do not have many problems of getting along in my family. I do, since I think of it, have a cousin who talks a lot about me and who's always saying slighting things when she is in our house. It may be because I date and she does not--I am not sure.

[From paper on the intimate group]

I am recognized in my group. They elect me to things, but even so, I seem to get on the nerves of a lot of people. They think I am bossing and trying to run things. I don't want to be that way. I think that my trouble is that I am too whole-hearted about what I do. Maybe I am what that psychologist, who talked to the psychology club, said: "over-active." Maybe I do too many things, have my finger in too many pies.

Student 2-15 (female, age 12):

One of the people I like most seems to be so easily hurt when I am with her. I like her very much and wish that I could learn how to avoid saying those things that cause her so much distress. She not only feels badly but she cries. The whole thing makes me feel very unhappy.

As a rule I can get along very well with other people. This is the only person I have ever known who takes offense so easily at everything I say. This is especially true when we are out with other people.

(6) How deal with indifferent people.--All six who listed this are boys interested in trying to go with girls who do not return their affection.

C. Leisure Time

The six students who listed "leisure time" as a major problem feel they have a problem because of no leisure time. They are aware of an "over-crowded existence."

All these young people are very active in fraternities and sororities, in different clubs in the high school, and hold offices. Two of them are monitors serving in the halls, one is president of his class, another is president of his fraternity, of his science club, and of one of the psychology clubs. The major problem of these people is how to get time to do all they want to do. They feel crowded by heavy schedules.

Five who seem to be very happy reported they are enjoying life, but realize they are so busy that there are many cultural things they are not able to do which would be helpful to their personalities. One of the students has a sense of defeat and bewilderment because he is in so many things and feels he is doing nothing right.

D. Getting Along with Older and Younger People

In many of the papers this difficulty stood out. Getting along with older people, as parents or relatives, stepfather, step-mother, aunt or uncle, is the nucleus of a large cluster of problems. Many papers dealt also with the whole question of getting along with younger brothers or sisters. In the two psychology clubs one of the most troubling questions was how to deal with younger brothers and sisters. In the summary statement of major problems submitted by the students, however, there were three types of question asked which seemed to cluster about this idea and which extended across all areas. Often when clashes occur with young people, parents interfere.

Of the six persons listing this as a major problem, three girls feel that they have a problem in that they do not enjoy going with girls or boys their own age. All three girls are dating men who are older. One girl sixteen years of age is dating a man twenty-eight; another seventeen years of age is going out with a man twenty-six; and another eighteen years of age is dating a man thirty-one. One of these girls has never gone with any other man. Since this man is divorced, the girl is criticized by her family and by her most intimate friends.

Student 3-18 (female, age 18):

I am keeping company with a man thirty-one years of age. He has been married once before and was divorced. My parents are up in arms over my going with this man. I have never gone with anybody else regularly. He is the first man I have ever enjoyed going with. He is so tender, knows so definitely how to make love, and is so thoughtful in all of his attitudes and relationships with me that I just could not think of giving him up. Furthermore, I have always enjoyed going with older men. I enjoy the company of older women. I never did enjoy being with people my own age or younger. Maybe you call this a problem, but it is certainly true of me.

The other three students listing this as a problem are boys. One has difficulty in getting along with younger people. The other two have difficulty in getting along with older people. These two, in a number of papers they handed in, spoke about their

difficulty in not understanding or appreciating older people. One spoke of his two uncles, of his father and mother; in his paper on the school he complained about the impatience of his teachers; and with respect to getting along with other people of the church, he criticized the pastor, the Sunday School superintendent, and the superintendent of the department of which he is secretary. In the summary statement of his problems, he listed this as one of his difficulties.

One boy, who had difficulty in getting along with younger people, was ambitious to be a teacher of children. In his paper on the church he reported that he had made three efforts at teaching as many classes, but failed in each. In his paper on the home, he spoke of difficulty in getting along with his younger brother and sisters. In his paper on the intimate groups, he reported his effort to organize clubs and groups of younger boys but complained that he was not successful. In the summary of his problems he listed as one of his major problems a desire to work with younger boys and also girls.

E. Right and Wrong

Eighty-two major problems presented by the students clustered around the idea of right and wrong. Eighteen students listed the problem of masturbation;¹⁰ twenty-one raised the question of the right and wrong of sexual intercourse; thirteen entertained thoughts of sex and wondered if it is wrong; one student has a fear that she is doing things that displease God and cause her to commit the unpardonable sin; eight had stolen things and worry about it; twenty-one are doing things of which their parents are not aware and they wonder if it is right or wrong.

(1) Masturbation.--Of the eighteen who listed this as a problem, sixteen are boys and two are girls. In the case of both girls it was not self-induced organic satisfaction. These girls did not know each other, or at least were not intimately acquainted. Brief descriptions from both are listed here:

Student 1-12 (female, age 15):

I do not date with boys, but I have a very close girl friend. If she does not come over to my house, I go over to hers. We touch each other until we come. My girl friend says it makes us "homos," but I can hardly get along without this

¹⁰There were two students who used the term "masturbation"; there were eight who referred to the act as "self-abuse"; and the other used the term

experience. Do you think it is wrong? I can do it myself. Would that be less sinful?

[Report from the third interview the investigator had with this girl]

In the first two interviews with this girl, the investigator worked with her on the problem of not dating and of not having many girl friends. It was not until the third interview that she brought up the problem which she has described above.

[From her paper on the family]

My mother has always told me not to go with boys. She tells me that men cannot be trusted. She has always warned me against having a baby. She says that if I ever go out with a boy and get caught and have a baby that I would simply have to go to some home and that I could never come back. This makes me afraid to date, even though I could.

[From her paper on the intimate group]

I have one friend but do not belong to any group. I never go to church and most of the time I spend with this girl. She doesn't date either and we have a good time with each other.

Of the sixteen boys who raised the question, ten had been told by their fathers or someone else that if they continued this practice it would injure them physically and mentally. One boy's description of his problem is typical.

Student 5-9 (male, age 16)

I have a problem which I did not mention in any papers I handed in but which bothers me very much. I _____ [the street name for auto-eroticism].

My father has told me a number of times that if I do this that I would get weak, that people could notice it at my eyes and in my voice. He also told me that I might have a stroke in middle life and that if I ever married my children might be weak.

I don't go to church very often, but I have prayed to God very hard that he would help me to get over this. Each time I do it, I vow I never will do it again. One time I wrote out a pledge and signed it, but I can't control it. It almost drives me crazy and I have a feeling all the time that other people can tell it. It makes me very self-conscious.

In the reports from the remaining boys there was merely a statement of the problem and a request for help in overcoming "the habit." One student's report on this follows:

Student 2-26 (male, age 13):

I have a problem which I talked over with you when I had an interview. You will remember the man who spoke in the psychology club and what he said about masturbation. In the Jewish temple we have had a series of lectures by a psychologist. He said that the most common cause of inferiority is masturbation, and the worry over it. He did say that it did not hurt you physically if you didn't carry it to extreme.

I have been doing this ever since I was eleven years old. As I told you, I haven't been able to stop it. It is one of my biggest problems. While it doesn't involve getting along along with other people, particularly, yet it does make me very self-conscious when I am out with other people, because I'm afraid that they will detect something about me and know that I'm doing it.

(2) Intercourse.--Of the twenty-one who listed this as a major problem, nineteen are girls and two are boys. All stated the problem in terms of "is it right or wrong to have intercourse before marriage?" One girl varied the question by asking whether intercourse would result in a loss of the boy's respect for her.

(3) Thoughts of sex.--Thirteen stated they cannot control their thoughts. They said they find pleasure in thinking over sex situations, looking at sex pictures, and trying to imagine what it would be like to have certain sex experiences. Nine said they are reading sex stories and sex books. All thirteen raised the question whether it is wrong to think of those things. Of the thirteen, seven are boys and six are girls.

(4) Stealing.--Two girls and six boys had stolen things and wondered whether, if they overcame stealing, past thefts would be "divinely forgiven." They raised the question in some cases whether they should not return the stolen property. One boy had been taking money from his father for some time. He raised the question as to what would happen to the father if he were to discover it. His statement of his problem follows:

Student 6-27 (male, age 18):

In the papers I handed in I did not mention this problem. It has, however, worried me very much. For two or three years I have been taking money from my father. Recently in the temple the rabbi spoke very severely against stealing and dishonesty. It has bothered me ever since. I have thought perhaps I ought to go to my father and confess. But if I did he would be very disappointed and his heart would be broken. Would it not be selfish for me to go to him and confess; should I do that, or should I quit stealing? I know I should quit stealing, but I am not sure what I ought to do about making it right with my father. Furthermore, how could I pay back the money? I do not have a job. My father has plenty of money or else he would have missed the money I took from him.

(5) Keeping the parents ignorant.--Twenty-one students were doing things, or had done things, about which their parents know nothing. The question was whether they should go and confess to their parents or not. In six cases the young people were dancing and their parents opposed this. The question was raised whether it is wrong to keep on doing something and at the same

time leading their parents to think otherwise.

F. Physical Handicaps

Twelve students registered this as a major problem. Two of them are quite short of stature. Three who are all girls are very tall. One girl has eczema of the face; a boy has pimples all over his face and neck; a girl has a deformed hand; the other students stammer. In addition to stammering, one boy, though just a junior in high school, is practically bald.

G. Miscellaneous

Sixty-eight major problems were handed in by the students in the summary of their difficulties in getting along with other people, which the investigator and the two people assisting him did not know how to classify. Also, in trying to classify the papers that were handed in by the different students during the investigation, it was found that eighteen students were involved in the papers. Throughout the investigation these students were very vague in their statement of problems.

Within this group of sixty-eight major problems there was one natural grouping or cluster. The investigator and his assistants were not able to name it, however, because of the way the descriptions were worded. This cluster or grouping might be termed "nervousness." Eighteen girls and three boys listed it as one of their major problems. One typical statement of the problem was: "I am nervous and I can't help it." One student did add: "At times I am nervous, which affects my disposition. I live in a nervous environment." Other typical problems that formed this miscellaneous group were stated as follows:

One of my big problems is finances.
Sometimes I fail in tests because I do not write what my first impression is.
How can I get enough money to go to college?
Personal friends.
I can't seem to get serious with my work.
I try hard to be the life of the party, but never can be.
It is easy for me to get to know people, but sometimes I wish I never acquired their acquaintance.
How to keep people from borrowing your property.

There were twenty-four students on whose summary paper a statement like this, or a similar one, appeared:

I do not have any real problem in getting along with other people, in my family as a group, or with my personal friends. I have some personal problems--I would like to know, for example, how I can make good in life, but when it comes to getting along with others I am 'o.k.' or nearly so, I believe. This does not mean that I have no room for improvement.

Twenty-four students reported in their summaries that they are having no particular difficulty in getting along with other people. This same report was made in all their papers, consistently, throughout the investigation, with the exception of one student. He reported some difficulty with his father in his paper on the family. His mother is dead and the father married again. In connection with this marriage there is some conflict with the father since the boy is very critical of the father in marrying. However, during the period of the investigation the father died. At the time the student prepared a summary of his problems, he could honestly say that there was no difficulty, particularly, being faced by him in getting along with others.

It may be said, then, that of the 153 students twenty-four feel that they are successful in getting along with other people, and that they have no particular problem confronting them. Since this study involves only the description of the problems of which the students themselves are aware, it is not within the province of the study to say whether or not those who felt they did have difficulties--some very serious, some not so serious, in their thinking--in getting along with others, are correct in their evaluation of their difficulties. There were 129 who listed problems and difficulties in all the papers they handed in and in the summary of their difficulties which they made.

Description of Sequences Observed in the Major Problems of a Number of Cases

In student 3-5, mentioned previously, the sequences in his difficulty were easily observed. This student had a serious infection in his jaw when four years of age. From that time on, when he smiled, his face pulled a little out of its normal shape. When the investigator finally won his confidence the boy reported that his mother often told him that people must not see him smile or they would call him "crooked mouth." When the investigator was in the home of this student the mother continued to express her regret for her son's handicap. She used this sentence several times: "I pity _____ so very much because of his facial difficulty. People are all too ready to laugh at a person and to make fun of him. His father and I have done everything in our power to correct the difficulty in his face but we could not succeed." The boy was in the home while the investigator was present. The

mother spoke very loudly; so he must have heard. This mother, in her warning to the son not to smile or people would call him "crooked mouth," undoubtedly had much to do with his behavior in the presence of other people.

In the case of student 6-22, his habit of keeping his hands before his lips and his fear that people might think he is a Negro, and his very great hatred of Negroes, are undoubtedly sequential to the father's act of calling the boy "nigger" in order to control his behavior.

From the group of twenty-six students who manifested bitter antagonism against both of their parents, the investigator selected one from a home in which the parents shared that feeling of antagonism, and one from a home in which the parents did not share that feeling of antagonism. Student 5-7 (male, age 16) reported in his paper on the family, in the summary of his problems, and in his interview with the investigator, that his parents are always "criticizing and nagging" him. He said they never wanted him to do what he seemed to enjoy. In his own words, they "take the joy out of life."

In the interview which the investigator had with the parents, the mother did all the talking. All the father said during the interview was to acknowledge the introduction and to say "good-bye." Several times his wife asked him to corroborate what she had said and he indicated agreement. The gist of the mother's analysis was that the boy is ungrateful, expects them to do everything for him, and will not, in any way, share in the work of the home. She reported that their first child was a girl who died of pneumonia when two years old. She spoke, at length, of the sweetness and beauty of this child, and referred again and again to the fact that the son had never been as "nice" as the daughter. She reported that from the very beginning he was stubborn, that he would kick and strike, and that he does not seem to like them.

She reported that when he was six years old she had taken him to the school principal and asked for advice in handling him. She also said that she had taken him to a psychiatrist and also to the priest. She reported that the priest gave the boy "a good talking to" but that it did not help. She related that they had continually warned the boy that they would send him to a home for juvenile delinquents, and she is sorry that they had not carried out their threats.

Student 3-16, in her papers and in her interview with the investigator, indicated a very distinct hatred for her mother. The reason, apparently, is that an aunt told her that her mother did everything under the sun to cause an abortion so as not to have to give birth to her. This caused a feeling of bitterness in the girl toward her mother. She reported, however, that from the time she could remember she did not like her mother and her mother did not seem to like her.

Mother and I always did get on each other's nerves. I do not like her and I know she does not like me. My father has always tried to be good to me, he buys me things and that always makes mother angry. However, I cannot bear to have my father get near me. He tries to pull me down on his knee and fondle me. It just nearly drives me mad. In one way I pity him, but in another way it disgusts me that he likes to do that. I suppose the trouble is that he is simply starved for affection. Nobody could ever love my mother. I think she gets her affection elsewhere."

In the interview with the parents, both mother and father spoke very highly of their daughter. The mother said: "We are dreaming for the best for our daughter." The father said that the daughter has always been very independent but that he is very proud of her. The father seemed sincere; the investigator is not sure about the mother.

With the twenty-six students who manifested bitter antagonism against both of their parents, the investigator in the interviews with them asked this question: "Why do you feel bitter towards your parents?" In the answers, all mentioned the persistence on the part of the parents to dominate them, to control them and force their will upon them. Nineteen reported that their parents are bitter towards them, that they are always nagging them, always finding fault, always pointing out their weaknesses, especially in the presence of company. Seven reported that their parents are always trying to keep them from doing things, insisting that they stay at home, reminding them all the time of the good things they had done for them, expecting them to give all their love and affection to their parents. One boy from this group reported that his father and mother come into his room at night, kneel down at each side of his bed, and call him all kinds of endearing names. He is a sophomore in school. He reported that his mother calls him "dear baby" in her prayer and his father refers to him as his "only begotten son."

Of these twenty-six students, four are living in homes

where there are step-parents; two in homes where there is a step-mother and two in homes where there is a stepfather. Divorces had preceded the second marriage in both homes where there is a stepfather and in one of the homes where there is a stepmother.

In four of the families where the parents showed antagonism towards the child, the child did not return this feeling of antagonism. In three cases, the student pointed out that his mother is very nervous. One student said that his father is on relief and that it is to be expected that his father would be nervous, irritable, and disagreeable. A girl indicated that her father is working with the labor union and that he has so many worries and cares that when he gets home he is not able to enter into a fine family spirit. In a third case, a girl pointed out that her parents married late in life and they never had "a real happy time when they were young; they simply did not understand what it meant to be a young person." In the case of the fourth student, a record of his description of the family difficulty is given below:

Student 1-16 (male, age 15):

[From the record of the interview]

My mother and my stepfather feel quite bitter toward me. They like my brother, but they do not like me.

You see my mother is a Jew and I am a Jew. My father is a Jew, that is, my real father. My real father was shiftless and did not stick to anything. My mother worked hard to try to keep the family together. Finally, she got tired of it and she got a divorce from my father. Instead of marrying a Jew, she married an Irishman; he is a captain here in the Chicago police force. In order to show a good spirit, mother left the Jewish church and became a Catholic. My brother became a Catholic with her. I have refused to join. My stepfather has threatened to beat me and my mother has continually threatened to put me out unless I would become a Catholic.

Then there is an additional difficulty. Against the will of my mother, I have been meeting my real father. He feels very blue; he loves both me and my brother. I have been working in a grocery store two or three blocks away and my father has been coming there to see me. One day my mother walked into the store and my father was standing there. She was very angry, wheeled around and left in a fit of anger. That night she and my stepfather gave me a talking to and my stepfather shook me and my mother slapped my face.

I did not write this on the paper; I thought I would tell it to you, face to face. But in a few weeks there is to be a hearing, up town, on the request of my stepfather to adopt my brother and me. I know my father will be there. It is going to make it awfully hard for me to agree to change my name and become a legal son of my stepfather. Unless I change my mind, I won't do it. If I won't do it, I guess they'll put me out.

I fully understand why my mother feels as she does. She

was never happy with my father and I don't blame her. He hasn't been worth anything--he would never work, and he just loafed around and lets her work. I believe that he loved her just the same and I know that he loves us. But mother is happy with my stepfather. He is good to her, gives her a lot of money and she does not need to work. She has a maid. Since my stepfather furnishes me the money to buy clothing and to feed me, I don't blame him for wanting to adopt me, wanting me to join the Catholic Church, and wanting me to stay away from my father. I understand their view, but still my father is my father and I pity him.

Of the thirty-one students who listed the problem of inferiority as one of their major problems, the investigator had a meeting with twenty-six in his home one night. He asked all thirty-one to come, not telling them the reason of the invitation. Twenty-six responded. Of the five who did not come, one was working in a grocery store and could not get away. The other four were not permitted from the home alone at night.

The investigator planned a regular party with games for these twenty-six young people. They responded very well with puzzles and in playing equipment games.¹¹ In social group games where they had to be active, the response was not very good.

Following games and refreshments, these young people sat on the floor. The investigator began to ask them for their impression of the study. There were many comments. Finally, he asked this question: "What, in your judgment, causes a high school student to feel inferior?" Immediately a student spoke up and said: "Well, that was one of the problems I listed." Then another, then another; finally one student said: "Is that why you invited us here?" Before the investigator could answer, another student spoke up and said: "I bet we are all students who listed the problem of inferiority as one of our major problems." The investigator then agreed that that was why he invited them. He said: "Since the feeling of inferiority, self-consciousness, and a feeling of lack of ease when reciting was so prominent, I decided to invite those of you who listed inferiority feeling as one of your problems, to try to discover why, in your judgment, you have this feeling of inferiority. Why do you think it is? Let us go around the circle and each one, if he feels free to do so, tell the reason, or reasons, for this feeling."

¹¹By equipment games is meant such games as "Wari"; "Nine-Men Morris"; "Four Men Checkers"; and the puzzle entitled "The Devil's Knitting Needle."

There was no tension in the group, whatsoever. There seemed to be a sense of "lift" in sharing this common problem. A brief record of statements by these young people is provided here as written by the investigator that night.

First Student: I am the only child in our family. My parents were quite old when they married and they have never entertained very much. When I was young my father worked at night and that meant that I spent most of my time with my mother. She never wanted me to go out very much in daytime, and even now doesn't want me to go out at nights. I believe the reason for my feeling of inferiority is that I have not been around people and I am sort of people-shy. That may be putting it in a dumb way, but that is the biggest reason I know.

You may be surprised to know it, but this is the first party I have ever been to in my life.

Second Student: I am one of the students who said that I did not feel at ease when reciting; who said that I am always self-conscious and who also listed a feeling of inferiority. I don't know why I feel that way. When that psychologist--I forgot his name--was down and spoke to the psychology clubs, he said that one of the mistakes made by parents was that they robbed their children of the chance to do things. Don't you remember him telling about a mother not letting a little child button his clothes when he was very little and when he enjoyed it, and how this would make him grow up expecting people to always serve him, and be unable to do things he should? Well, I think, maybe, that's my difficulty. My mother has always run after me, and done things for me, always tells me to take my rubbers and umbrella and raincoat. My father has never seemed to be willing to trust me. He was always blaming me for taking things, not telling the truth, and has always suspected that I am doing certain things. [This boy reported that his father was constantly blaming him for masturbating, sneaking in on him in the bathroom.] I don't want to be too hard on my parents, maybe it is not their fault, but I just feel sometimes that their attitude toward me just sort of robs me of my self-confidence.

Third Student: I feel inferior, I think because my parents are Greeks. I always think that people can tell it in my voice and by my looks. When I was a small child, the kids used to call me "Hot Dog" because my father had a hot-dog stand. My father made me work at his hot-dog stand sometimes and it made me feel very inferior. I guess you all know how people look down on foreigners.

Fourth Student: I think the reason I feel inferior is because I am always thinking that people are looking at me and that they may be making fun of me. This may be imagination, but I just can't get over it.¹²

Fifth Student: This business of feeling, as you mentioned in class one time, inadequate, has been a feeling of mine all my life. I have noticed it, however, mostly since I have been in high school. I used to recite and do things without any

¹²A report of this student appears supra, p. 24.

hesitation, but since I'm in high school I seem to feel it more. I don't know whether it is because I'm Jewish or what the reason is. I did talk some things over with you, Mr. Burkhardt, which I'd rather not mention here. [This girl reported that she heard her father and mother fight over the question of sexual relations. She pitied her father because of the nasty and ugly things her mother said. She also reported that her father had the habit of having her sit on his lap and fondling her until she became aware that she was making a sexual response. She felt this was an awful thing. She felt no girl ought to make this kind of response to her father. This seemed to perturb and disturb her very much.]

Sixth Student: I think the reason I feel like I do is because I am so short. I guess I am the shortest boy in high school. Everybody calls me "Shorty." Some people call me "Dwarfy." I always have the idea that people are looking at me. Other people seem like mountains to me.

Seventh Student: It is strange to be sitting here beside someone who feels inferior because he is too short. I am a girl and I feel inferior because I am too tall. When we go to buy shoes my mother always gets the lowest heel she can. I never forget my height when I am out. I am always conscious. I really feel that I try to walk stooped. When I had my interview, Mr. Burkhardt pointed out that I would have to be careful or I would be stooped shouldered. I think that is right. I think the reason is that I am so aware of my tallness as a girl that I try to make myself seem shorter.

Eighth Student: I feel so funny because I have no friends. I never get out with young people because nobody ever invites me, nobody ever comes to our home, they never have, not even a dog. I have been up for an office a number of times, put up, I think, just for fun by some to run in opposition to some student whom the committee elected. This makes me feel very inferior.

Ninth Student: I never seem to get the recognition that most girls do. I have one girl friend who worked hard to get me into a sorority, but I was black-balled. Just recently another girl tried to get me into her sorority but I was black-balled there. My parents never did anything and I try to be decent, and this action on the part of both of these sororities has been pretty hard on me. It has almost spoiled school for me.

Tenth Student: From the time I can remember I was not picked on baseball teams, was not given a chance to play basketball, I guess because I was always considered awkward. A couple years ago it was discovered that I had bad eyesight. You stand by and see other people picked and not be picked yourself for a team often enough and sooner or later it'll get you down. My father and mother have always called me awkward and have constantly found fault with me. I think a lot of my awkwardness was due to my poor eyesight.

Eleventh Student : There are two of us children in our family. My younger brother gets away with murder. Everything he does has always been all right. My mother has always compared me with my younger brother. It hurts. Everything I want to do, she belittles. This constant nagging and belittling, I think, is the cause of a lot of my feeling of inferiority.

Twelfth Student: I guess I might as well tell it, my family is on relief and I think that does a lot to make a person feel worthless. There are five in our family and when you do not know where the food is going to come from and when the clothes you wear were worn by somebody before you, it does a lot to you. My father tells us to be glad for what we have. He says that a lot of men are working who do not get as much as we do from relief, but just the same I don't like it.

At this point the investigator noticed that four of the students nodded assent. He asked: "How many of you feel this is the cause of inferiority?" A fourth spoke up and said it was true of their families.

There was not time to go around the circle and hear from more of the students. However, the investigator did ask the young people if they could decide on the three main reasons why people feel inferior. The group decided, unanimously, that the first cause was money, clothing, and the place you live. The second, the attitude of parents toward their children. Said one boy: "If you are always being run down at home you can't help feeling inferior." The third cause they mentioned was "a lack of the friends you want."

In making a study of the records of interviews the investigator had with the girls and boys who discussed with him the question of sexual intercourse before marriage, all but one reported that they were not able to talk things over about sex with their parents.

CHAPTER III

DESCRIPTION OF METHODS EMPLOYED BY SENIORS IN DEALING WITH PROBLEMS OF SOCIAL ADJUSTMENT

One of the last steps taken by the investigator and these young people was to try to get from them a description of methods they are employing in dealing with certain problems of social adjustments. The steering committees, in each class, tried to get from the students a suggestion of four or five of the most common problems of getting along with other people. All the suggestions from each of the six classes were compiled and then the combined steering committee took these suggestions and finally decided on a list of four problems most common among all the young people, and decided to ask each student to write on a piece of paper the methods he was employing in dealing with that problem. It was understood, of course, that if a given problem was not a concern of a student he would not need to answer it.

After consulting with the students, the steering committee decided on the following list of problems:

1. How I try to get along happily with my parents.
2. How I try to overcome a feeling of inferiority.
3. How I try to win and keep friends.
4. How I try to get along with people who have anti-social attitudes.¹³

Each of these questions is now listed, with answers from a number of students. There is also information provided as to the number of students who reported that there was no use for them to try to overcome their difficulty.

How I Try to Get Along Happily with My Parents

Of the 153 students twenty-six said that there was no use to try to get along happily with their parents. Twenty-four more

¹³This was explained by the steering committee as follows: "By anti-social attitudes we mean temper, indifference, sophistication, moodiness, contrariness, exaggeration, bluff, and gossip."

said they were doing their best to get along with their parents, but that happiness was out of the question. Twenty-seven reposted that they were succeeding entirely in getting along with their parents. Seventy-six reported varying degrees of success of success in getting along happily. One student's report is provided for each of these four groupings, showing methods employed by the students in trying to get along with parents.

A. From the Group of Students Who Reported That
There Was No Use in Trying to Get Along
Happily with Parents

Student 5-5 (male, age 16):

It is utterly foolish for me even to try to get along happily with my parents. They are constantly telling me what to do. They do not recognize my personality. I have tried every way I know to get along with them. I try to be nice and they take advantage of it and try to bully me into doing things. I let on as if my feelings are hurt and I cry and sob and finally go up to bed and sob and cry but that doesn't do any good. My mother weakens a little but my father gets all the madder. I try praising them, my mother has a slight tendency to fall for this, but my father always comes back at me and says: "Well, what do you want now?" So I have come to the conclusion that I'll go my way and they can go theirs. I don't care what they think of me. They don't understand me and that's all there is to it. The only way we can be happy at all is to be separated. As soon as possible, I'm going to clear out.

B. From the Second Group of Students Who Are Trying
to Get Along But Recognize That Happiness
Is Not Possible

Student 6-9 (female, age 17):

It almost makes me laugh when I try to answer this question. I know one is supposed to have respect for her mother. My parents, as I have already told you, are divorced. I don't know where my father is. You cannot get along with my mother. While father was with us she was always finding fault with him and growling. Now since he is gone, I occasionally see him but when I do we do not get along, she is unhappy. She is the most unhappy, most disagreeable, most unlovable person I know of. The more she has the more unhappy she is. My father sends her an allowance regularly. I often wonder why he does it, but she doesn't appreciate it.

I know that life has not been very good to her. I pity her. I put up with a lot of things I never would. Usually I just go around the house and keep quiet. When she goes on a tirade and tells how hard life has been on her, I just don't pay any attention to her. The only way you can get along with her is just to ignore her. We'll never be happy together, but I've got to live with her, so I'll keep my mouth shut.

C. From the Third Group of Twenty-seven Who
Reported They Are Able to Get Along
Happily with Their Parents

Student 6-5 (female, age 18):

I have never had any trouble getting along with my parents. A lot of my relatives think that my parents are too good to me. They have always given me an allowance, and with that allowance I buy my own clothing and have my own spending money. My parents would not think of making any decisions without conferring with me. They never even plan to entertain company without talking it over with me. We plan everything out together and do many happy things with each other. The only solution I could offer for our success is that they try to please and I try to please them. I have no other reason to give.

D. From the Fourth Group of Seventy-six Students Who Reported Difficulty But Some
Success in Getting Along Happily
with Their Parents

Student 1-11 (male, age 16):

My father travels all the time. I rarely see him except when he is home. He is always tired. He and mother want to be together as much as possible, so we have to keep our distance. I feel that I know the President of the United States as well as I know my father. The only way to get along with him, happily, is to just keep quiet. He, of course, has a streak, sometimes, when we really have very fine times together. He sometimes goes fishing and occasionally plays golf with me--those are rare. My mother is one of those over-anxious persons. She just always is watching me and not letting me out of her sight. It is almost impossible to be happy with her. The only way I know is just to pay as little attention as possible, to kid her along, tell her not to be worried, and to be just as unconscious of her fussing as you know how to be.

How I Try to Overcome a Feeling of Inferiority

The answers to this question fell into three groupings. The first group was made up from answers from twenty-one students who reported that it is useless for them to try to overcome a feeling of inferiority. Twenty-four students felt that they had actually overcome a feeling of inferiority, or never had it. There were 108 who reported that they are having some success in achieving a feeling of adequacy and gave answers to the question. Some illustrations of the answers are provided.

A. From the Group of Twenty-one Students Who
Had a Feeling of Futility about the
Solution of This Problem

Student 6-27 (male, age 18):

I have tried every way I know to overcome a feeling of inferiority. I have combed my hair like people who seem to be equal to all occasions. I have even worn glasses. Instead of trying to be an outstanding success in athletics, I have turned to my school work. I have tried to praise people; tried to laugh at jokes when I did not enjoy them; my mother has invited boys to my home and several times girls and boys, and everything has failed. I simply do not rate with the other kids and the fact of the matter is I do not get along very good, even as a student. I have just come to the conclusion that I'm destined to be an inferior person. All of the dreams I have had since a boy are blasted. When you are inferior, you just are. You never overcome it. There are some people, of course, who won't accept the fact that they are inferior. I remember that psychologist who was here said: "There are two kinds of inferior people; those who act that way and those who try to blow and exaggerate and domineer." I am going to act how I feel.

B. From the Group of Twenty-four Who Felt They Did Not Have Any Problem of Feeling Inferior

[Incidentally, one of the twenty-four said he once had an inferior feeling; twenty-three said they were never bothered by that feeling.]

Student 1-26 (male, age 16):

When I first came to high school I felt very inferior. The first year I was not happy. I was not noticed by anybody. I had no friends. I always came to school alone and always went home alone. Then I began to discover that the people who rated and who went over big were people who pushed themselves forward. I began to ask questions in all the classes. I learned jokes, and began to get off good wise-cracks. I went down the hall, patting people on the back. Whenever there was an issue in the class, I jumped up and spoke to it. Whenever there was a call for people to try out for plays or for anything else I responded. It took nearly a year for me to begin to get attention. Now I am getting along in a great way. I can "throw the bull" as well as anyone else. When there's something to be gotten I can go after it as well as anyone else. My feeling of inferiority has gone. I am now up with the rest of them. If you want to get some place, you have to go after it and I have discovered one other thing, that people do not think any more of you than you do of yourself. That's something you ought to get over to every young person in this high school. If you run yourself down, everybody else will. If you boast yourself up, everybody else will boast you, too.

This may be contrary to what we hear in church--that you ought to be self-denying and to love your brothers. People who get any place in this life are people who push themselves along.

C. From the Group of 108 Students Who Feel They Are Having Some Success at Overcoming a Feeling of Inferiority

Student 4-20 (male, age 14):

I never did have much of a feeling of inferiority in the

presence of boys. I have always been big and could fight and could wrestle. I have never had a sister and maybe that is why I have always been rather "loony" about girls. They always made me very self-conscious. When I went out with them, I simply could not think of things to say. I got all tied up inside of myself. You may laugh at this, but I even rehearsed ahead of time some of the things I was going to say. However, when I got out with the lady I forgot everything.

I have found a solution, first of all, by picking girls who are a good deal younger. They don't know so much and I can hold my own with them. Then when I'm alone with them I just work fast on them. Girls like fellows who are hot and who know how to pet. The first time I am out with them, I go after them for all it's worth. This gives me a sense of achievement and I taste the glory of victory. When you get a girl to yield to you then you never feel inferior, unless, of course, you do not come through with flying colors in intercourse. I had one experience with a girl one time that certainly did burn me up. If I had not had a lot of other successful experiences I think I would have really been inferior.

Student 6-19 (female, age 18):¹⁴

I find that one way to overcome a feeling of inferiority is to be friends with people who are, in your judgment, less outstanding than you are. They naturally look up to you and that gives you a feeling of eminence and prominence.

Since I have gotten a boy friend, I have enjoyed myself more. He is getting more crazy about me and this makes me feel good. I am with you, although, in the presence of my girl friend and her boy friend, I cannot think of enough things to say, but I am trying to push myself forward, talk even though I have nothing to say, and when I do that I feel as though I am more sure of myself.

Student 1-17 (female, age 16):

I have had a feeling of inferiority ever since I started to school, until about six months ago. I never can recite very well in class and have not been able to take part in the discussion. I am discovering, though, that if I go up to the teacher after class and talk things over, if I bring things to the teachers that I have read outside and comment on them, and I can do this when the class is not there, if I offer to correct papers, or offer to do little errands for them that they like me more. Now the teachers are beginning to single me out and recognize me. This recognition has made me feel very good. My aunt, who is a teacher, says that every person has a right to a certain amount of recognition. I think this is why I had such an inferior feeling before. Now, since I am beginning to be recognized and am asked to do things by the teachers, it gives me a feeling of prominence and I am gradually getting over this feeling of inferiority.

Student 3-10 (female, age 17):

I am one of the few Negroes in the groups that are working with you. I have always had an inferior feeling in front of whites, until my sister got at me and helped me fix my hair and get better clothes. My sister works, and she also has a friend at night who gives her money and this makes it possible

¹⁴A report of this case is given supra. p. 40.

for her to get good clothes. She is always buying new dresses and then giving her old ones to me. By dressing better and having my hair fixed better, I begin to feel as if I am more attractive. Every now and then, white boys whisper to me that I am beautiful and that they would like to take me out. This makes me feel good. I would not go with them, of course, but the fact that they asked me whether they want to go or not is certainly a challenge.

Our pastor tells us, all the time, that we should not pay attention to whites, or look down on them. He said that we are just as good as the whites. He said we are to go our own way and do as we please, do what we think is right, and to make up our mind that we are the children of God, just as white people are. The more I think of this, the more it helps me to be less dissatisfied with the idea that I am a Negro.

How I Try to Win and Keep Friends

In a study of the answers to this question the papers again, as in the other question, could be quite easily grouped. Eleven students said they did not have friends, did not want them, and, therefore, would not try to win them. There was a second group of answers from twenty-three students, who said they had no friends, that they were not successful either in winning or in keeping their friends. There was a third group of answers from twenty-seven students, who said they were successful in winning friends, but not in keeping them. There was another group of sixty-eight answers from as many students, in which there was a feeling of reasonable success in winning and keeping friends. There were twenty-four of the students who reported that they had no difficulty in winning and keeping friends; that it took no effort, particularly, on their part.

A. From the Group of Eleven Students Who Reported That They Did Not Want Friends

Student 5-18 (male, age 16):

I do not care for a friend. I have a radio and a camera and I love to read, so I do not care for friends--I would much rather be alone. Now and then, I have an uncle who comes to our house and we enjoy each other very much. Most of the young people I have known are either selfish or stuck up or not sincere, so I simply do not try to win friends. It is no use.

B. From the Group of Twenty-three Students Who Feel That They Have No Success in Winning or Keeping Friends

Student 6-22 (male, age 19):

I have done everything I know to make and win friends. I simply am not successful. I have taken up such subjects as

hypnotism, have tried to be interested in every kind of subject, talk every place I am--in class, psychology club, or any other place. I "holler" at all the students when I pass them. I try to be friendly. I try to play up to them and praise them, but every device and method that I have employed, such as some of those suggested in the psychology club, has failed. I don't know whether it is because I'm Jewish, or what the trouble is, but I just don't rate. I have a few acquaintances that go around with me, occasionally, but I can tell they don't like me. When it comes to girl friends, they simply will not go with me. I don't know whether it is the way I look, or who I am, or how I act, or how I smell--some boy told me that I had "b.o.," well it isn't because I don't take baths often enough. I simply can't give you any help on methods of solving these problems because I'm a failure at them so far. I hate, as much as anyone else, that I am a flop.

C. From the Group of Twenty-seven Students Who
Reported That They Were Able to Win Friends
but Could Not Keep Them

Student 2-31 (female, age 12):

I go with a lot of boys, I seem to be popular with them. I have had dates with twenty-seven different boys since the first day of school, but only one boy asked me for a date the second time. I don't know whether I'm not hot enough or whether they don't get enough physical thrill when they love me, or what the trouble is. I have asked several boys why they didn't come back. They just laugh. One boy answered that nobody comes back, this isn't the day when boys return. But I know a lot of girls have their steadies. I do not. In some respects I have the same problem with girls. I seem to make a lot of friends with girls, but they don't last. I guess I must not wear. I don't talk about my troubles, and I try not to brag. My people aren't very poor and they aren't very rich. I wear nice clothes, I don't use sarcasm, I rarely lose my temper. Well, I just don't understand why I make friends so quickly and easily and then lose them. This, to me, is one of the biggest problems I have. In some of the papers I handed in I didn't mention it, because I did not know just how to say it. The statement of this problem certainly did help me realize that this is one of my problems.

D. From the Group of Sixty-eight Students Who Re-
ported That They Were Having Some Degree of
Success at Least in Winning
and Keeping Friends

[Many of these students mentioned problems that they were facing in this regard and indicated methods they had employed in solving these problems. One case follows.]

Student 6-26 (female, age 17):

When I first came to high school I was quite timid. We are a rather poor family and we have not had many visitors. We have never gone away very much. Another thing, in our family we talk very little. Again and again and again and again we go through meal after meal and nobody says a word. You might really call us the silent family. We make up for our silence by reading. We all are great readers. You hardly

ever hear the radio going in our house. We don't have it on enough to pay for the expense involved in buying it. Maybe this was one reason why when I came to high school I was too timid to enter into things. Before I got to high school, I used to leave right after school all the time and usually walked home alone. I wanted to walk with people but I was afraid to for I didn't know what to say or what to talk about. My tongue just seemed to get stiff when I had to talk with people.

The first couple years I was in high school I wasn't very happy. I liked my studies and I made very good grades. At the end of my sophomore year I was a straight "X" student and my picture was in the school paper for having made one of the highest grades in the school. I also wrote a play which was given in the assembly. This gave me some importance. Then I was asked to go on the staff of the school paper. This last year I was one of the feature writers for the school. I guess it would have been good for me had I reported, for it would have forced me to go and talk to people.

I find that I am having more friends. I am having more girl friends and more boy friends. I am not so rapid at winning them but when I win them they stick to me. I believe the thing that helped me more than anything else was being able to do something well. That built up my confidence and helped me to get along with people. When I came into the attention of people, then I felt free with them because they rather looked up to me. The person who can't do something well, can't get from it the strength to build up his confidence. I don't know whether this is good psychology or not, but I believe it really worked in my case.

E. From the Group of Twenty-four Students Who Reported That They Need Not Try to Win and Keep Friends Because They Have No Problem in This Regard

There were twenty-three of these twenty-four students who were in the group of twenty-four students who, throughout the entire investigation, continued to report that they had no particular problem in getting along with other people. Although the investigator did not check the records of these students, he can report that in the case of most of them their standing and social functioning in the school validated their reports.

Student 4-19 (female, age 14):

I have always had many friends and seemed to be able to keep them. There has always been a big gang around our house. My mother has been darn nice about letting them do things, both girls and fellows come in, we dance and play games, go out in the kitchen and eat. Since I have been in high school I have been elected to a lot of offices, people seem to like me. I try to be democratic and friendly, but not to be a bore. I cannot tell just how one can win and keep friends. It just seems to happen to me. I think you have to be interested in what other people are interested in, you have to be democratic and friendly, you can't always be blowing your own horn, you must let other people talk, and listen to them, you have to do well what you promised, you have to be a person of your word.

How I Get Along with People Who Have
Anti-Social Attitudes

The answers to this question were so varied that it was not easy to group them. In some cases the answers were very vague. In eighteen reports there was no answer to this question. The investigator did not have the time to ask them to submit answers. Twenty-two answered to the effect that the way to get along with these people is to "let them alone." Nine of the students admitted failure in getting along with people who have anti-social attitudes. One person said that the loss of temper in another person hurts him badly. He said that sarcasm drove him into his "shell." He reported that exaggeration causes him to lose the confidence of a person and that he never wants to have anything to do with him again. Seventy-one of the students admitted difficulties of varying sorts, but suggested some methods that they were trying in an effort to solve these problems. Thirty-three students reported that they do not mind people who have anti-social attitudes and that they do not create any problem for them.

Further discussion of the last two groups follows:

- A. From the Group of Seventy-one Students Who Reported Difficulties in Getting Along with People with Anti-Social Attitudes, but Who Were Having Some Success in Meeting These Problems

One student who used aggressive methods is reported here, and also a student who employed more subtle procedures.

Student 2-33 (male, age 13):

I must admit that people with anti-social attitudes often burn me up. I have come to the decision that the way to get along with them is to give them a measure of their own medicine. If somebody tries to bluff me or exaggerates, I call his bluff unless he is too big. If someone loses his temper, I laugh at him and razz him. If he gets too hard, I simply call him to a fight. This usually cools him down. People who get very angry very soon are, as a rule, not very good fighters. They get licked a lot oftener than they lick anybody else.

I have a girl friend who is jealous. You can't get along with jealous people by cowing down to them. When she gets jealous, I just razz her, tell her she is a fool. I also tell her that she can't expect me to settle down like a grandfather to his wife. I remind her that I am young and that I am not engaged to her. This usually reduces her steam pressure.

It is my experience that if you cow down to people that they will simply make a fool out of you. Give them a dose of their own medicine--that is the way to get along with them.

Student 4-28 (female, age 14):

I know a lot of girls who get mad if one of their friends gets mad. If a friend of theirs gets jealous, they get abusive. My method is if one of my parents, or my brother, or my friend gets angry, I just keep quiet. They will soon run down like an eight-day clock. If I get mad too, that simply makes them worse. The best thing is just to be silent.

With people who exaggerate, I believe again that silence is the best method. If you don't apparently fall for their stories but just remain silent and look innocent, they are liable not to get so much encouragement in their exaggeration. I suppose it is true that exaggeration is a disease. As I read in one of the psychology books, it simply indicates a feeling of inferiority. I try to understand other people and act accordingly. That is always the best policy. Of course, there are some people that nobody can get along with, and I have some friends like them. So about all you can do is simply let them alone. No matter how mean or ugly a friend of yours is that does not justify you to be ugly or mean.

B. From the Group of Thirty-three Who Felt
They Were Successful in Getting Along
with People Who Have Anti-
Social Attitudes

Student 6-33 (female, age 18):

I have practically no friends who show these anti-social attitudes. I have a boy friend who sometimes exaggerates a little. You expect it, however, of men--they are all like that--so I just pay no attention to it. If he plays golf and reports a score of 75, I just add 10 on to it in my own mind and let it go at that. If he tells me how badly he beat someone at tennis, I just make up my mind, it wasn't quite as bad as he thought and let it go at that. He is so fine in every other way, that I can easily overlook this one fault. I have faults of my own, so there's no reason why I should get all hot and bothered because he stretches the point every now and then.

Student 2-36 (male, age 12):

I have always tried to live according to the principles of Jesus. He said that we were to return good for evil. I believe that if anyone employs this principle he will get along with all kinds of people successfully.

CHAPTER IV

CONCLUSIONS AND IMPLICATIONS

As is pointed out in the introduction to this report, it is recognized that this study has limitations. The actual issues which young people are facing may not always be real. The way a young person feels is not necessarily indicative of the real nature of his difficulty. The solutions they employ or attempt to employ may not be best. A frequency-picture of the problems of 153 students does not necessarily indicate the crucial problems.

It is further recognized that the investigator presents in this report a subjective picture of the way these young people of high school age feel about their problems of social adjustment. This is justified in his judgment by the fact that in any type of character education, the educator begins where people are. This study, therefore, is an effort to discover where these students are in an interpretation of their problems of social adjustment and of the methods they are employing in dealing with a selected list of those problems. The study is not an attempt to say what the problems of social adjustment of these students are.

The study is further limited by the fact that the investigator has had to depend on both spoken and written statements throughout the study. To get data on the actual problems of social adjustment and on sequences and contributory factors would involve many other techniques.

Conclusions

There are a number of conclusions that can be reached through a study of the written and oral descriptions by the students, of the check lists, and a comparative study of the various reports by individual students in the respective areas.

(1) The social adjustments of these students are made difficult by the plurality of cultures in which they live.--In the six groups of young people of senior high school age in which this study was carried forward, it will be recalled that 132 are Ameri-

can born and twenty-one are foreign born. There are forty-seven who are Jews and 106 who are Gentiles. Of the Gentiles, there are twenty-one Catholics, sixty-eight Protestants, and seventeen who reported their religious classification as "nothing."

There are 152 homes represented in this grouping, with twenty-six of the students residing in houses and 126 in apartments. There are sixteen homes in which the parents are divorced, seven in which the mother is dead, and nine in which the father is dead.

From an occupational standpoint, twenty-one of the fathers are in professions, thirty-six in trades, thirty-three in merchandising and salesmanship, twenty-six in the field of labor, and twenty-seven in the classification of the unemployed.

Then when it is remembered that these young people are touched in addition by all the culture streams that flow down through their inheritance, by all the cultures--and perhaps one ought to say the lack of cultures--in the movies, in fiction, in the newspapers, in neighborhood gossip, in prejudices as they are expressed in the home, and in groups in the grouping of which the individuals are a part, one may readily ask himself how it comes that these young people are making the successful adjustments that they are.

The twenty-one young people who belonged to the Catholic Church, in a religious sense, have no conflict in their culture. One girl reported that when she asked the same question of a number of priests she always gets the same answer. This, however, does not obtain in the Jewish group. Some of the Jewish young people belong to homes which are identified with progressive reformed Jewish synagogues; others belong to homes which are identified with the traditional orthodox Jewish culture. Of the sixty-eight young people who reported some type of identification with the Protestant faith, one finds a large variety of cultures. Eight of the 153 young people belong to a church where the preacher gives a lot of emphasis to hell, the "second coming of Christ," and to the infallibility of the Bible. Eight come from a very modern progressive church in which the divinity of Jesus, a personal devil, and a personal God are all denied.¹⁵ All these factors influence these young students in the social adjustments they

¹⁵The above facts were discovered by a study of the student reports and of the interviews.

make, and in those they fail to make, from day to day.

(2) There is strong evidence of the failure of parents to guide their children in making social adjustments.--The investigator visited 127 of the 152 families, speaking with at least one of the parents and in many cases with both. Most of his calls on families were made during the evening. In no instance did he have an interview with the parent in the presence of the student. He told the students that he was going to try to see their parents at some time during the investigation. A summary of his visits with these families bears out the conclusions recorded here.

In thirty-two families the parents showed antagonism toward the young person--that is, they showed bitterness and felt that the young person did not play the game and was not doing his or her part. In twenty-seven families there was no feeling of antagonism on the part of the parents. They indicated that they were getting along very well with the individuals in question. The relationship seemed to be entirely happy. Goodwill seemed to abound. Incidentally, in twenty-four of these twenty-seven homes, the investigator got the same reaction from the students as he got from the parents; these twenty-four students are entirely happy in their relationship with the parents and with other members of the family. While there are certain problems that concern them, they are pretty well cared for. In three homes, the students resent the solicitude of the parents.

In the ninety-three remaining families there is concern on the part of parents. They described in detail the problems they were facing with their children, but it seemed to be a wholesome situation. In these ninety-three families all the major problems described above were reported by parents. Many of the specific problems which appeared on pages 3 to 6 were also reported by them. The investigator, in every instance following the interview with the parents, made detailed notes. Later, when he learned the names of his students and was able to identify names with numbers, he checked the information with what the students reported.

Most of the difficulties in these ninety-three families seem to cluster around the desire of the parents to coerce or control the child. In most cases the parents seem to be trying to manage the life of the boy or girl. The motive seems to be one of love. However, instead of working with the child, the parents are attempting to manage the child, to think for him, to manage for

him, to coerce him. When the child will not respond to living in harmony with the will of the parent, there is conflict. Then, of course, there are many difficulties between the children in the family over which the parent, apparently, has little control. One of the most common problems reported by parents is fighting and antagonism between their children. They do not know how to resolve these difficulties. There are many conflicts over property, schedule, and the funds of their children.

In the interviews the investigator had with the students twenty-six manifested bitter antagonism against both of their parents. They are so bitter that they are hardly on speaking relationships with their parents. Eleven show bitter antagonism toward just the father, and nine show bitter antagonism against the mother. Twenty-seven indicated that relationships with members of the family, including parents, brothers, and sisters, are entirely happy. The feeling of well-being in the family reported by three students was not corroborated by their parents. They did mention some difficulties, such as lack of money and questions of work, and so on, but the relationships seem to be entirely happy. One hundred students are making the best of the situation, but are conscious of difficulties, not only with parents but with other members, covering all the major problems listed and discussed above. In studying the papers handed in by the one hundred students, it is found that while some students recorded only one problem, others described as many as eight different ones.

Thus, we see that twenty-seven of the 153 students feel they are getting along satisfactorily in their social adjustments in the family. Twenty-six show bitterness toward both parents. As one student remarked, "My parents are hopeless; why try to get along with them?" In other words, 126 students feel that they have problems of adjustment.

In the answers of the students to the question, "How I try to get along happily with my parents," the above data are valuable. Of the 153 students, twenty-six said there is no use to try to get along happily with their parents; twenty-four said they are going their best to try but that "happiness is out of the question"; twenty-seven said that they are really succeeding in getting along happily with their parents; seventy-six reported varying degrees of success in getting along happily.

(3) Successful adjustment in the family does not indicate

that the student is successful in his adjustments elsewhere.--Of the forty-seven students who feel that they have no problems of adjustment to make in connection with the school, twenty-five belong to the group of twenty-seven who feel they have no problem in getting along with their parents. Nine of the twenty-seven are the students who feel they have no problem in getting along with their group or gang. Of the thirty-five students who indicated that they have no personal friends, six are from the list of twenty-seven students who have no difficulty in getting along in the home. Of the thirty-five, eleven students indicated that they did not want friends. Of the eleven students, six are from the group having no family adjustment difficulties. Of the twenty-four students who, throughout the entire investigation, reported that they are having no difficulties in getting along with others, two are from the group who reported no difficulties in getting along with their parents.

(4) There seems to be a relationship between membership in a church or temple and successful social adjustment.--All twenty-four students who feel they have no problem of social adjustment belong to a religious body. Twenty-three are Gentiles and one is a Jew. Twenty-three of the twenty-seven having no difficulties in the family belong to a church or temple--seventeen to a Protestant church, five to a Catholic church, and one to a temple. Of those who feel they have no difficulty in getting along in the school thirty-four out of forty-seven belong to a church or temple. Of the forty-seven who feel they have a problem in the field of "right and wrong," twenty-nine are Protestants, seven Catholics, two Christian Scientists, four Jewish.

(5) There is evidence that grades are a source of tension in the lives of the students.--Thirty-three students feel that grades are "unfair" and seventy-one that "you have to be a sucker or a bluffer" to get good grades. Fifty-seven students feel that grades are affected by the prejudice of the teacher; seventy-six indicate that grades are too dependent on "exams"; and forty-six checked the statement, "The teacher hands you a 'G' and says you ought to get an 'E'."

In the interviews the investigator had with the students, forty-seven expressed criticism of the attitude of the teachers and reported that they were not getting as good grades as they deserved.

Although it was pointed out that happy adjustment in the home does not guarantee happy adjustment elsewhere, this fact is interesting, that of the twenty-seven students who reported successful adjustment with their parents, none, in the papers that were handed in or in the interviews, mentioned any criticism of their teachers. The ability to get along with parents carried over in the cases of the twenty-seven students to their relations with their teachers.

(6) Most students feel that parents and teachers are trying to dominate them.--In the school the teacher controls the situation; she maps out the whole program. The student follows those lines which are laid out for him. He has very little share in determining the objectives and in agreeing upon methods of procedure and in arriving at the fundamental results of thought. In the high school where the investigator carried on this study he visited four different classes quite frequently. Again and again in all those classes he watched teachers dictate items for the students to write in their notebooks. This kind of process seems to be unforgivable in a day like this. A student's grade in those classes is largely determined by his ability to give back to the teacher in examination what the teacher dictated to him for his notebook. When a student is asked to share creatively in a group experience, in which he helps to determine objectives, to work out methods of procedure, to carry on investigation, both in books and with people, and in social situations, he is not equipped to do it. The investigator has worked for a number of years in the field of the church. He has had the experience, again and again, of trying to organize young people for creative education in which they would carry on investigation and read books, gather data, organize them, and report to the class. These young people have been so accustomed to having other people think for them that they would much prefer to have a leader come in and talk to them, and think for them, than work out their own conclusions.

The same thing is true in the home. Many parents are able to get the child to submit; the child likes it; he accepts wholeheartedly what his parents have to say. There are, however, many situations in which the parent's will clashes with the individual's desire to gain social or group approval, or with the individual's desire to function in some other area. Here the individual may rebel and he often does. Even in homes where parents and stu-

dent seem to be happily adjusted the investigator found very few situations in which parents and students seemed to work things out co-operatively, where the young persons shared with the parents in thinking through problems and projects and sharing as respected personalities in the final determination of programs of action and of policies for the home.

While the investigator did not visit all the temples and churches represented in these groups with which he worked, he does know that with most church school teachers and with most preachers the common practice is to hand over the results of thinking. The parent, the school and church or temple teacher, the preacher--all have the habit of giving to adolescents the results of their thinking. Many times these young people take over these results of thinking, but not having gone through the process by which these results were achieved, they cannot give a reason for the faith that is in them. In other words, they cannot think through their own process. They easily become baffled and disillusioned because of their lack of skill in dealing with vital problems.

Eleven students put down as one of their major problems "bitter antagonism against teachers." These antagonisms were occasioned by teacher-attitudes to pupil-failures to conform. In the six classes, after the reports on the school were in, the investigator got a consensus on this question: "Do teachers try to dominate the students?" Of the 153 students, ten were absent on that day; 126 voted "yes," and seventeen voted "no." It was merely a group vote and may not give an accurate picture. After the papers on the family came in, a consensus was taken on this question: "Do parents try to dominate our thinking, or do they help us to think?" Of the 153 students, four were absent, 122 said parents tried to dominate thinking, twenty-seven said their parents sought to help them to think things through.

(7) Fraternities and sororities are a source of difficulty to those who seek membership in vain.--Those who are not able to get into sororities and fraternities and who are eager to hold such membership, of course experience many different types of problems. Some of them have a sense of aloofness, others have a sense of inferiority because they cannot get in, others have a sense of antagonism toward those persons who are lucky enough to get in, others cheapen themselves by resorting to all kinds of methods for winning rapport with sororities and fraternities. The other third

of the persons who do not get into social groups includes most of those who do not date, who are not elected to office, and who are not nearly so busy as those who belong. From twenty persons, selected at random, who do not belong to sororities and fraternities, the investigator found that fifteen had never held any kind of office since they have been in school; nine never had a date. All the girls who spoke to the investigator about the problem of not dating, gave two reasons for not dating: first, lack of membership in a sorority; second, the fact that they are not willing "to go the limit" with a boy.

(8) There is little evidence of a social interest on the part of these students.--As was pointed out, the investigator was unable to get co-operation from the young people in the discussion of racial, national, and world relationships. So long as the discussion had to do with personal problems, such as relationships to the home, to the group, to the individual, and to personal problems which affected the student's social function, the interest was great. As soon as there was a turning of attention to issues outside the individual, such as economic questions, war questions, political issues, there was very little interest. In all six classes there was a unanimous vote not to consider problems in the areas of race, nation, and world.

There has been a great deal of emphasis during the last five or ten years on the experiences of young people. In their churches or temple, in the school and other places, young people have been the beneficiaries of this emphasis. There has, however, been little concerted social emphasis in any of those institutions. This may be why young people exhibit little social consciousness.

There are two evident implications that may be pointed out. The one is that the young people can never be led to find adequate solutions to these personal problems until they deal with the larger social problems which are, after all, the undersoil in which their personal problems have their roots. Much of the inferiority and lack of social adequacy which prevails in the lives of young people can never be dealt with until economic lines are broken down, until young people discover a more hopeful outlook in the world of which they are a part. The psychologists or the counselors can help a youth to make worth while adjustments, but the minute he gets back into the social network of which he is a part his anxieties and fears are again stimulated. It seems to

the investigator that the guidance of individual adjustments can best be given within the social group. The struggle for wealth, the strong competition between groups, the criteria by which success is evaluated--all throw light upon the present home situation.

(9) A feeling of inferiority is common among young people of high school age.--Thirty-eight students recorded self-consciousness as a major problem; twenty-one listed inferiority feeling; seven mentioned sensitiveness; and twenty-seven said they did not feel at ease when called upon to recite. As was previously pointed out, the investigator found that all twenty-seven students who felt that one of their major problems is not being at ease in the classroom also listed as one of their major problems "how get over being self-conscious when with other people." Another fact of interest is that thirty-two of the persons who listed some phase of the problem of inferiority, mentioned it in all the papers they handed in. Of the thirty-one students who listed "inferiority feeling" as a major problem, nineteen also listed the question of self-consciousness. All but three of the thirty-one students reported difficulties in getting along with their parents. Two of the three students were girls who had a very close attachment to both father and mother. The other, a boy, has a very strong attachment to his mother.

In a discussion of methods of dealing with a feeling of inferiority, twenty-one students feel that it is useless for them to try to overcome a feeling of inferiority; twenty-four feel they have no problem with it; and 108 feel that they are having varying degrees of success in dealing with the feeling. All the twenty-one mentioned above were of the group of thirty-one who listed as one of their major problems "inferiority feeling."

(10) Sex is a source of great tension with a number of the students.--Nine students are having sexual relations with a member of the family; eighteen students are concerned over the "wrongness" of masturbation; twenty-one raised the question of the "right or wrong" of sexual intercourse; thirteen entertained "thoughts of sex" and wondered if it is wrong; thirty-eight expressed a "fear of pregnancy" and wondered how it could be avoided. While one student reported that he has a sex problem due to the fact that he sees his parents have intercourse, there were eleven boys and three girls who, in their interview with the investigator, asked why they couldn't have sex relations before marriage and "have the

enjoyment," as one put it. All these fourteen young people said they and their parents live in crowded quarters and sleep in the same room and that they see their parents have intercourse. In all, there were seventy-three different students who mentioned sex as a source of difficulty.

(11) Fifty-two students have no permanent intimate friends.—

The investigator feels that there are adequate data to support the conclusion that many of the students feel lonely. Even though some of them are in groups, they still feel lonely. They, according to their own testimonies, do not feel sustained by their family group. To have fifty-two out of 153 students report that they have no permanent intimate friends is revealing. Twenty-four recorded this as a major problem. A study of the small number of satisfying experiences enjoyed by the members of the various families reveals that there is little likelihood that the entity of the family group is well established in many homes.

Since it is an accepted fact that the individual draws the sustenance of his self-conscious individuality from his organic relation to his social group, his family, and his community, it is safe to say that those who cannot get into social groups in school and those whose home groups are not established are injured. Many who are in a social group are so dominated by group opinion that they feel unhappy.¹⁶ This study reveals that 129 of the 153 students do not have social relations sufficiently organic to give their life real significance. By studying the papers, the records of interviews with students and parents, of the twenty-four persons who throughout the investigation indicated no problems, it is found that all of them had a sense of fellowship in their homes, though in the case of three families the students recognized some real difficulties between other members of the family. Nineteen of them are active in fraternities and sororities; twenty-two are active in the leadership of the school. Two students are not active in fraternities or sororities, but they have many outside activities. Eighteen of the twenty-four have satisfying (to them) contacts with groups in churches or temples. All of them feel they have friends.

(12) Jewish young people in these classes demanded more

¹⁶This is borne out in a study of a number of papers by students who belong to social groups.

of the investigator's time and were more aggressive than the Gentiles.--A study of the records of interviews indicated that the Jewish students requested thirty-four times more interviews than did the Gentiles. Although there were only forty-seven Jews in the group of 153 students and even though they were evenly distributed among the classes, they won eighteen places out of thirty-six on the combined steering committee the first month. During the last month they won twenty places. They dominated both psychology clubs with officers, having all the offices in one and three out of five in the other. Of the twenty-four students who reported no problems in social adjustment, none are Jews. Of the thirty-one people who listed inferiority as a major problem, twenty-three are Jews.

(13) Many students make no attempt at all to deal with their problems of social adjustment.--In a study of the methods employed in dealing with the four selected problems, it is seen that twenty-six students feel that it is futile to attempt to get along with their parents. Twenty-one said that it is useless for them to try to overcome a feeling of inferiority. In answer to the question of how to win and keep friends, eleven said they wanted no friends, and twenty-three that they were failures in the task of winning friends. With regard to the question of dealing with people who have anti-social attitudes, twenty-two said they solved the problem by "letting them alone," and nine admitted they are failures at the task.

(14) Failure to live up to what they believe to be right, with resultant feelings of guilt, form the basis of tension.--There were eighty-two major problems that clustered around the idea of right and wrong. Eighteen students wondered if it is wrong to masturbate; twenty-one raised the question of right and wrong regarding intercourse; thirteen wondered if it is wrong to think about sex; one student is bothered by the unpardonable sin; eight had stolen things and worried about it (all of these are Protestants); twenty-one are doing things of which their parents are not aware and they wanted to know if it is a sin.

(15) There is little interest in social problems.--The fact that all six classes voted unanimously not to discuss questions of race, national or international issues is significant. This study was carried on in the fall of 1933, when the depression was at its worst. The universal lack of interest in social prob-

lems is revealing.

Implications for a Curriculum of
Character Education

Although in the conclusion listed above a number of implications are apparent, the investigator wishes to point out several implications in this connection. First, no program of character education can ever be complete unless it can be paralleled by a program of adult education. Educators must find a way of educating parents and teachers and other leaders who are touching young lives. As those who have worked a great deal with young lives know, little can be done to help young men and young women make worth while adjustments unless changes can be effected in the home environment of those boys and girls. While they are out with another group or with a counselor progress may be made. When they get back to the home group the old fears and complexes and tensions are again set up. Parent-Teachers Associations, Adult Departments in the church school, adult education efforts in the community are under obligation to readjust their efforts in line with the changes suggested in the foregoing section.

Second, the curriculum of the high school in which this investigation was carried on (and this will be true of many of the high schools with which the investigator is acquainted) should be enriched at least as a point of departure in the following ways: there ought to be a course in the psychology of growing life; there ought to be another course of problems in getting along with other people; there ought to be still another course in the field of courtship and marriage. If it would be possible, it would also be very valuable if there could be a course in living happily in the home, school, and community. If the high school also could have a psychology club such as the high school in which this investigation was carried on still has, many problems could be dealt with in an adequate way. The boys and girls could largely administer this club with the help of a faculty adviser. They could bring in many resource leaders and deal with these difficulties of which they are so keenly aware.

Third, teachers--both in the school and in the church--ought to discover how a given course of study can become the point of departure for innumerable counseling experiences, in which the personality of the leader comes into intimate touch with the life of the student. The committee procedure, individual reports, and

the discussion of contemporary problems all may point the way to many helpful conversations between the teacher and individual members of his group. In the church or temple and where there are week day schools, actual courses of study can be built around such areas as these listed above.

Fourth, the school, church, and home should foster those leisure-time activities in which the non-dating and non-fraternity and non-sorority persons can have a sense of fellowship with other people. Folk dances, the arts and crafts, forum sessions, club activities, folk games and group games, intramural activities, banquets, group discussions--all are the type of activities in which the non-social person may learn to join satisfactorily in relations with other individuals.

Fifth, the school, home, and church or temple should be interested in guiding young people in building groups and group mores which would support the individual's desires and ideals. The parents who are wise could help very much in this connection. Church leaders could do likewise. This would mean that the church or temple would have to provide activities of an all-round nature in which the members of the group may share. Such group life could only grow out of the sharing of individuals in common objectives and common experiences in such a way that they would be satisfactory and satisfying. Whether or not the Protestant Church, for example, can do this before Christian unity has been achieved and the community church idea has been realized is very doubtful. Some progress under wise leadership, of course, can be made. There are a number of churches in which youth groups are real social groups, in which individuals feel sustained and in which they have the valuable experience of sustaining others.

Sixth, young people need help in building a philosophy of life that is compatible with the present order of things. Many of them may not get jobs; they need a philosophy that will help them accommodate themselves to that kind of situation. Many of them will not be able to marry for some time unless they do so with the understanding that the state becomes responsible for them until they are able to work. This may necessitate some accommodation. They need guidance in building a philosophy of sex and a philosophy about God and about religion. This is certainly very important. It is the job of all those who work with youth to help them at this point. As one boy in his paper said, "What we

young people today need is a sense of humor--a sense of humor that will help us take a sock on the chin and come up smiling." But, of course, they must not be led merely to conform. They must be enlisted in the creative task of building a better world order.

Seventh, undoubtedly the greatest need of boys and girls is parents and teachers and other adult confidants in whom they can confide and with whom they can talk over the greatest problems--adults who will not take over these problems but who will serve as wise guides and counselors in helping young people to arrive at their own solutions and their own programs of action.

APPENDIX

SUMMARY OF THE ANSWERS OF STUDENTS TO CERTAIN QUESTIONS

ASKED THEM BY THE TWENTY-TWO STUDENTS

[These questions were asked informally]

Boys 360
Girls 380
Total 740

1. Extent to which they can dance:

	None	Slightly	Fairly well
Boys	21.1	34.6	43.7
Girls	2.2	14.6	83.1

2. Extent to which they are able to get dates:

	None	Occasionally	Regularly
Boys	8.2	21.9	69.9
Girls	16.5	19.2	66.3

3. Extent to which they have difficulty in getting along with parents:

	None	Slight	Great
Boys	11.4	19.7	68.9
Girls	16.4	22.4	53.0

4. Extent to which they feel inferior:

	None	Slight	Very much
Boys	26.9	35.2	37.9
Girls	19.4	27.8	52.8

5. Extent to which they smoke:

	Do not	Once in a while	Habitually
Boys	60.6	23.4	14.9
Girls	59.1	27.7	12.3

6. Extent to which they drink:

	Do not	Once in a while	Frequently
Boys	81.1	13.9	3.5
Girls	86.0	11.6	1.5

7. Extent of membership in fraternities and sororities:

	Belong	Do not
Boys	34.0	66.0
Girls	37.0	63.0

8. Extent of sex experience:

	Refuse to "neck"	Will "neck"	Will pet heavy with boy you like
Girls	11.6	12.1	76.3
	Enjoy a girl who doesn't pet	Want a girl who is good sport	Want a girl who goes the limit
Boys	10.2	37.4	51.9
	Have had sexual intercourse		
Boys		28.9	
Girls		18.1	

9. Engagement experience:

	Never been engaged	Engaged once	Engaged more than once
Boys	32.7	43.0	24.3
Girls	47.3	32.6	20.1

